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ABSTRACT

The Colorado Workplace Learning Initiative was organized for the following purposes: (1) to design and implement a process for public/private partnerships to address workplace literacy; (2) to establish an effective method for curriculum adaptation and development based on specific workplace needs; (3) to provide accessible, relevant, and effective instruction at five demonstration sites (thus meeting the workplace literacy needs of more than 1,000 Colorado workers); and (4) to evaluate the project in order to ensure the creation of a valid statewide model. Business and community college partnerships at five different sites were formed in order to achieve these goals. During the project, curriculum guides were developed for eight literacy areas in mathematics, reading, and writing, with each guide containing materials for several courses developed by the community colleges. Programs were implemented and for the most part completed successfully, with more than 60 percent of participants experiencing improvement in the quality or quantity of their work. This report contains materials from the five program sites and a summary and analysis. Appendixes include an initial interview guide, a follow-up interview guide, a participant survey, a comparison of training evaluation instruments, and project profiles. The report also contains 11 references; an annotated resource guide to articles, assessment and testing materials, books, catalogs, computer-based programs, literacy projects, literature and reports, organizations and associations, and video courses; and a public relations guide. A program and other materials from the "Workplace Learning Showcase," a discussion meeting held September 22, 1992 in Aurora, Colorado, are also attached. (KC)

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  Curriculum Guide (8 Volumes)
  Workplace Learning Showcase
  Budget Report

I. Acknowledgments

People make this happen! I would like to acknowledge *all* of the key players, or "stakeholders," in this grant program who toiled and created and discovered throughout the last sixteen months to deliver a variety of experiences and education activities that touched the lives of many people. To the following...

- In excess of 1,300 workers who invested their time and desire to participate and learn
- Over 25 instructors who gave personally and professionally to innovate and help their students *learn*
- The countless managers, leaders, and supervisors for 13 businesses who ventured forward into new training territory, especially William Sanko and his team at XEL who invested greatly in the success of their company with this project and then volunteered to be a role model for others
- The nearly 100 professionals and experts who volunteered to serve on our Statewide Advisory Council, Curriculum and Instruction Committee, and local Advisory Councils and Boards because they care about workforce, adult education and collaboration, and were willing to *lead* the program onto new ground; please note their names in Section IV.
- Experts like Don Warrick, UCCS; Janice Brinson, The Brinson Group, Inc.; Jay Browne, USC, Phylis Edwards and James Fisher, AT&T; Julie Rich, John Puckett and their special employee team who all donated their time and wisdom to help educate our state leaders on change, leadership, and teams.
- Great supporters like Dian Bates and Nancy Bolt from the Colorado Department of Education
- Regional AFL CIO supporters, and the IBEW, CWA and United Steelworkers who worked with us to make this successful for the union members
- Our U. S. Department of Education program leader from Washington, Marian Banfield, for helping us navigate through the grant process
- Community college and CCCOES officials, like Carol Hoglund, Greg Smith, Patsy Krechel, Mary Ellen McEldowney, Jim Raughton, Toan Nghiem, and Sherrill Albert who gave a little extra to ensure that this out-of-the-ordinary program was successful
- Lourdes Tinajero, now in Washington, who gave the grant "expertise" in her spare time
- All of the project leaders and specialists--David Moore, Mary Poppino, Malcolm Shaw, Vera Estrada, Eleanor Smith, and especially Debbie Grandia and Anita DeMarco who had to work so hard in such a short time to deliver so much--and "gave" when it counted
- Patty Tank, who was dedicated to moving this grant forward and stepped into a demanding "acting" position until a director could be found (coerced!)
- Patricia Traynor and her team at Pikes Peak Community College for providing a "home" for the grant program
- Clay Whitlow, as the system leader who got more than he expected when inheriting this project but who was willing to support its creative and sometimes challenging needs
- Sherry Hermann whose administrative excellence and dedication enabled us to capture our successes and communicate effectively
- And to many, many more who were part of this successful program

... *Thank you* for helping us move forward with workforce learning!

Maryann Billington
Program Director

II. Background

The *Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement* grant proposal was written in early 1990 in order to respond to clearly identified needs in the private sector in order to maintain productivity and competitiveness by the strategic use of public/private researches for literacy training in the workplace. The goals were:

- Design and implement a process for public/private partnerships that addresses workplace literacy as a major barrier to economic productivity and competitiveness.
- Establish an effective method for curriculum adaptation and development based upon specific workplace needs.
- Provide accessible, relevant and effective instruction at four (five) demonstration sites, meeting the workplace literacy needs of over 1,000 Colorado workers.
- Carry out a consistent evaluation of the project by both internal and external means, to ensure that a valid statewide model is developed, accepted and established.

Business and community college partnerships at five different sites were formed to meet these goals. The partners are identified in II. B., ***Partner Chart***. The ***Department of Education Abstract*** in II. C. describes the project parameters. Finally, III. D., ***Program and Project Descriptions*** summarily identifies the characteristics of the overall program and its five projects.

The final performance report contained herein includes the actual materials from the five program sites as well as summary statements and analysis. By virtue of the program design and timing, the work began 3 months into the grant period and was completed in 15 months. The staff were funded only for the program time, or until September 30, 1992. The traditional 30 -90 days post-grant period for data-gathering, analysis, and report writing was not accommodated by the grant plan. Therefore, reflection upon the grant and any analysis was conducted in the rush of closing the grant and may not be entirely conclusive.

CCCOES WORKPLACE LEARNING INITIATIVE 1991-92

Community College of Denver	*Community College of Denver-Technical Education Center*	*Pikes Peak Community College*	*Community College of Aurora*	*Pueblo Community College*
urban-central city	urban-industrial zone	large city	suburban	small city
large service company; union shop: USWest	large manufacturing union shop: AT&T	large high technology & manufacturing firms: Digital Equipment Corp.& Hewlett Packard	small businesses: Commerce Bank, New Life Fitness, GM Parts, Stanley Aviation, Sky Chefs Food Service, XEL Communications	manufacturing (CF&I), service (USWest)- both union shops, and minority small businesses of Latino Chamber
Nearly 1,000 Colorado Workers				

* As a result of major objection from employees and employers to the title of "literacy," the project title used reflects the broader intention. The actual grant title is "Workplace Literacy."

U. S. Department of Education - Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

1. PROGRAM TITLE: FY 1991 National Workplace Literacy Program (CFDA 84.198A)

PROJECT TITLE: "Colorado Workplace Literacy Initiative: Skills for Productivity & Career Enhancement"

3. AWARD NUMBER: V1A98A10-281 91

PROJECT DIRECTOR: GRANTEE/ ADDRESS/

Maryann Billington, Program Director
One Commerce Center Bldg.
7222 Commerce Ctr. Drive
Colorado Springs, CO 80919

CCCOES
1391 North Speer Blvd., Suite 600
Denver, CO 80204

TELEPHONE:

Colorado Springs: 719-593-2717
Denver: 303-620-4057

FUNDS BY FISCAL YEAR:

FEDERAL:	FY1991	$620.060
Non-Federal		$271.885
Total Funds:		$891.945

Federal Funds = 69.5% of total funds

AWARD PERIOD: April 1. 1991 - September 30. 1992

FEDERAL PROJECT OFFICERS:

Marian Banfield. DNP (202) 732-1838
Nancy Smith Brooks. DNP. (202) 732-2269
Sarah Newcomb. Division of Adult Education and Literacy. (202) 732-2390

PURPOSE/ OBJECTIVES: The purpose is to improve the productivity of the workforce through improvement of literacy skills in the workplace. Development and delivery of quality, creative, and productive training programs through education partnerships help adult workers broaden their knowledge and skill base so they can perform and excel as a skilled workforce.

PROCEDURES: The statewide program consists of five projects involving partnership(s) between a community college and a business. Creative education and training activities based upon clearly defined expectations and measurable outcomes by all partners are underway. It is expected these activities will improve the learning and performance of workers which will enhance productivity.

OUTCOMES/RESULTS/ PRODUCTS: Assessments, individual education plans, and training are conducted for business as needs determine. Further, both content of projects and partnership processes will be evaluated to determine what has been learned for the benefit of future partnerships. Since these are demonstration projects, it is intended that this program will provide a basis for continuous improvement and development of educational projects for ongoing workplace learning needs.

EDUCATIONAL LEVEL(S): GED, ESL, and essential functional skills including basic skills, learning skills, communication skills, creative thinking, problem solving, career development, and teamwork for all workers regardless of formal education.

12. TARGET POPULATION(S): Adult workers

PLANNED NUMBER OF PARTICIPANTS: 1,200

14. PARTNER (S): Program consists of 5 project sites:

Community College of Denver &	Community College of Denver-Tec &	Pikes Peak Community College &	Pueblo Community College &	Community College of Aurora &
U.S. WEST	AT&T	Hewlett Packard	CF&I	Small Businesses including:
		Digital Corp.	U.S. WEST Latino Chamber of Commerce	General Motors Parts Stanley Aviation Sky Chef Commerce Bank New Life Fitness XEL Communications

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Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement
Colorado Community College and Occupational Education System

This program includes five projects statewide involving partnerships between a community college and one or more businesses, and has been funded by the U. S. Department of Education for $620,060, with matching funds of over $300,000.

The purpose of this initiative is to develop and implement education and training which will improve the productivity of the workforce through basic skills training in the workplace. Development and delivery of quality, creative, and productive training programs was conducted through education partnerships and a statewide collaborative in order to help adult workers broaden their knowledge and skill base so they can perform and excel as a workforce.

Creative education and training activities based upon expectations and measurable outcomes by all partners were undertaken. Assessments and individual education planning were conducted for each business to determine needs. Both content of projects and partnerships processes were developed and evaluated to identify benefits and drawbacks to guide future partnerships. Since these were demonstration projects, continuation plans are established for four out of five of the project sites to address ongoing workplace learning needs.

Over 1,300 workers forming a diverse population were served by the following project partnerships:

Community College of Aurora & (smaller businesses) General Motors Parts, Stanley Aviation, Sky Chefs Flight Kitchen, Commerce Bank, New Life Fitness, and XEL Communications

> Through site advisory committees offered a series of basic skills courses geared towards the needs of small businesses. Most courses were on-site, varied and flexible modules ranging from math, computer literacy, and communications to ESL and Spanish courses.

Community College of Denver & U.S. West Communications

> Targeted needs of operators, focusing on basic soft skills which would enhance their career paths. Communications, problem-solving and computer literacy were included.

Community College of Denver-Technical Education Center & AT&T / IBEW

> Worked in conjunction with the Enhanced Training Opportunities Program (ETOP--a unique partnership between the company and union) to offer basic skills training which would enhance employment prospects. Reading, writing, math, GED preparation, and ESL programs were offered.

Pueblo Community College & CF&I Steel, U.S. West Communications, and Latino Chamber of Commerce

> Held in a common learning center on site at CF&I and open to all partners, programs needs were guided by an advisory group and included GED preparation, ESL, reading, communication, math, writing, and geography.

Pikes Peak Community College & Digital Equipment Corporation and Hewlett Packard

> Advisory committees directed the two programs to focus on job-specific basic skills for current and future job requirements and career development. Included interpersonal communications, team skills, reading, math, and career planning.

III. Final Summaries

III. A. Program

III. B. Projects

III. A. Program

III. A. 1. Process

The multiple levels of procedure in this grant program both enabled the development of responsive and creative site programs, as well as sometimes hindered the efficiency and feeling of self-direction. Teamwork, an essential ingredient for multiple-partner programs, is an activity which needs to be learned, cultivated, and practiced. The overnight team formations across each of the dimensions noted below took some time to be nurtured and probably reached peak efficiency in most sites during the last month or two of the grant period.

Employee target groups - within particular organization
Specific company - needs and involved employees
Company - same company and employee types at different locations
Business types - small businesses, service industries
Specific industries - high technology companies
Community colleges - the education providers at five different college sites
Sites - geographic combinations of a college and one or more unrelated businesses
Grant Program - all partners

The *Workplace Learning Program Process* which evolved at all sights in some fashion is captured in the flowchart on the next page, followed by the *Workplace Learning Project Steps* which served somewhat as a checklist. The process to initiate the projects at each company site, expected to be completed within three months of grant start-up, took anywhere from two months to nine months to be completed. The nature of the particular business, its internal state of affairs, protocol, recognition of the need, and actual personalities involved dictated the actual "start up" process timing.

The process to establish the statewide "team" across the colleges and all the sites was constantly evolving. While there were certain efficiencies to be gained and programmatic advantages (noted in ***VIII. Learnings***), the effort to create and train teams was stifled by the territorial design of community colleges, the competitive and proprietary positions of companies, and the pressing shortage of time and staff to carry out the intended programs.

Since creative programming was not only a goal but often essential to meet a business need for the topic and method of delivery desired, curriculum development was often undertaken when readily available off-the-shelf course products were not available. The two *Curriculum Development* flowcharts which follows capture the essence of the process and how it evolved. Project sites enlisted curriculum development specialists who provided strong academic structure to aid this process . What was absent was the ability to use creative product development processes routinely to break with the traditional curriculum formatting.

While project leaders were often cognizant of the need to deliver more than the traditional course, limitations on time, resources, and qualified instructors inhibited further development of some of the creative ideas which were born.

Finally, a critical step in the process was the development of an individual education plan so that the needs of the worker would drive the process. The attached form incorporates the information that was used to assess individual worker needs. While sites ranged in their use of this document from formal interviews to informal guidance at a group gathering, the concept of individual education needs for workers--a kind of report card--seemed to have merit. Again, time to implement and study the use of this document might aid in its modification so that it is particularly relevant. The inclination of both the business partners and the education partners was NOT to write or record much information about the individuals or process, much to the contrary of the Department of Education's intentions. It was interesting to note, however, highly successful project sites emphasized actual outcomes more than on high levels of documentation at any level of the project.

Key personnel at the program level are noted on the final pages.

Workplace Learning Program Process

GIVENS:

Partners and needs are identified.

Letter of Articulation is drawn.
Individual Education Plans are
prepared for each worker.

Assessment is undertaken:
- a. basic skills
- b. enhanced basic skills
- c. performance (by self,manager)

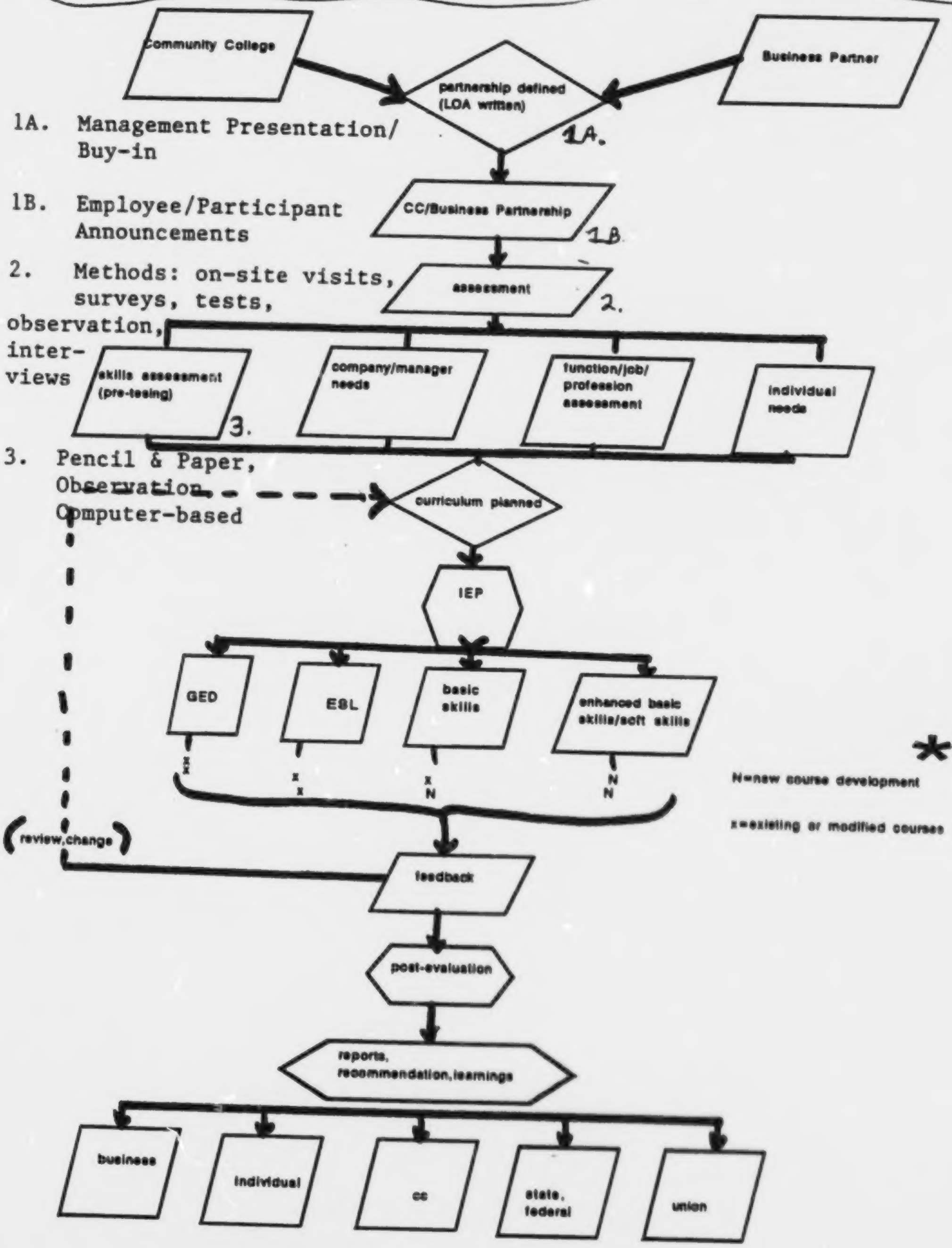
Budgetary and time framework.

Job/function is assessed for LOA,IEP
- a. business defined
- b. task-determined
- c. profession/industry standards

Organization culture, structure

Learning, teaching, course objectives set, including instruction strategy, method, schedule, achievement measures and feedback:

Course, teacher, content, and overall program outcomes.


Community College
Business Partner
partnership defined (LOA written)
1A.
CC/Business Partnership
1B
assessment
2.
skills assessment (pre-tesing)
3.
company/manager needs
function/job/profession assessment
individual needs
curriculum planned
IEP
GED
ESL
basic skills
enhanced basic skills/soft skills
x x
x x
x N
N N
*
N=new course development
x=existing or modified courses
(review,change)
feedback
post-evaluation
reports, recommendation,learnings
business
individual
cc
state, federal
union

1A. Management Presentation/ Buy-in

1B. Employee/Participant Announcements

2. Methods: on-site visits, surveys, tests, observation, interviews

3. Pencil & Paper, Observation, Computer-based

WORKPLACE LEARNING PROJECT STEPS[5]

Decision to Initiate Program:

1. Motivations and commitment of top management
2. Availability of Workplace Programs/resources locally
3. Needs and involvement of union and workers

Assessment of Organization Needs:

1. Technical assistance from workplace education specialist
2. Support from top management, supervisors, *union and workers*
3. *Analysis of and training on available assessment tools*

Program Design and Planning:

1. Who should be taught? a. target specific groups, b. *individual recruitment*, c. communicating with workers, d. recruiting methods
2. What are the workers education needs?
   a. testing and assessment
3. What should be taught? a. level & range of content, b. language of instruction, c. linkage to work tasks, d. *ESL and GED needs*, e. *basic skills*, f. *cognitive skills*, g. *function/task skills*
4. What are the workers other needs?
   a. paid time, release time, own time
   b. rewards and recognition for success
   c. *daycare and transportation*
5. Who can teach the program?
   a. identify instructor(s)
   b. *seek computer-based and video instruction options*
6. Where and when should classes meet?
   a. schedules: *before or after work hours, during work hours, split time, open entry & exit*
   b. locations: *on site, learning centers, union halls, community college/community space, mobile space*
7. How should program be funded?
   a. identify resources: partners' contributions, shared resources with other sites.

Implementation:

1. *ongoing quality checks*
2. *customer (worker) satisfaction*
3. *process checks: is this doing what we said it would?*

Review of outcomes:

1. *internal evaluation*
2. *external evaluation*
3. *customer/partner review*
5. *Statewide advisory council review*

Troubleshooting/refinements/process streamlining:

1. *project leaders and program director*
2. *instruction specialists*
3. *partner input*

Decisions to continue. *expand, revise or complete*

---

[5] Adapted from *Workplace Education in Small Businesses*, U.S. Small Business Administration and Budget Planning Associations, Washington, D.C. April 10, 1991.

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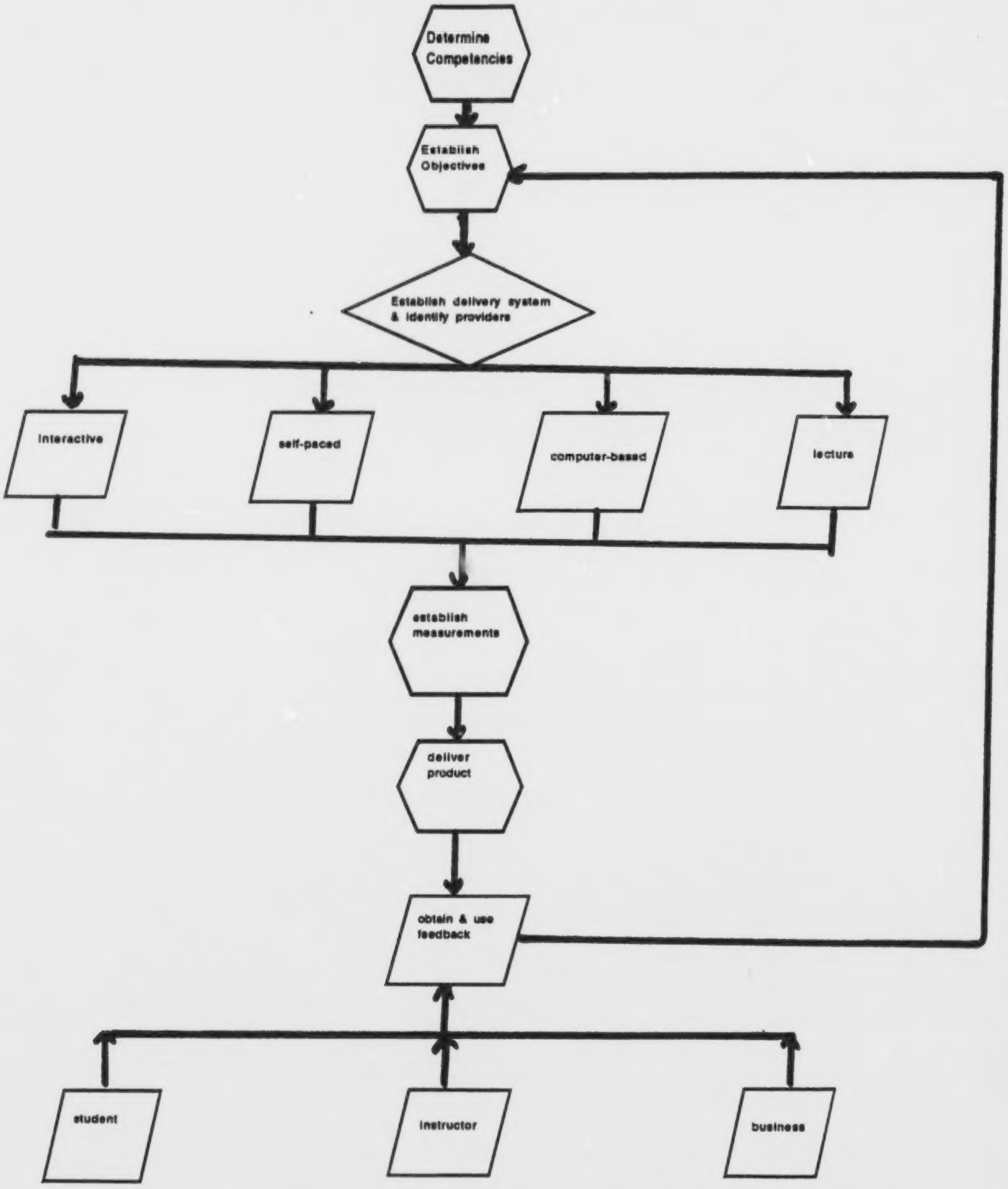
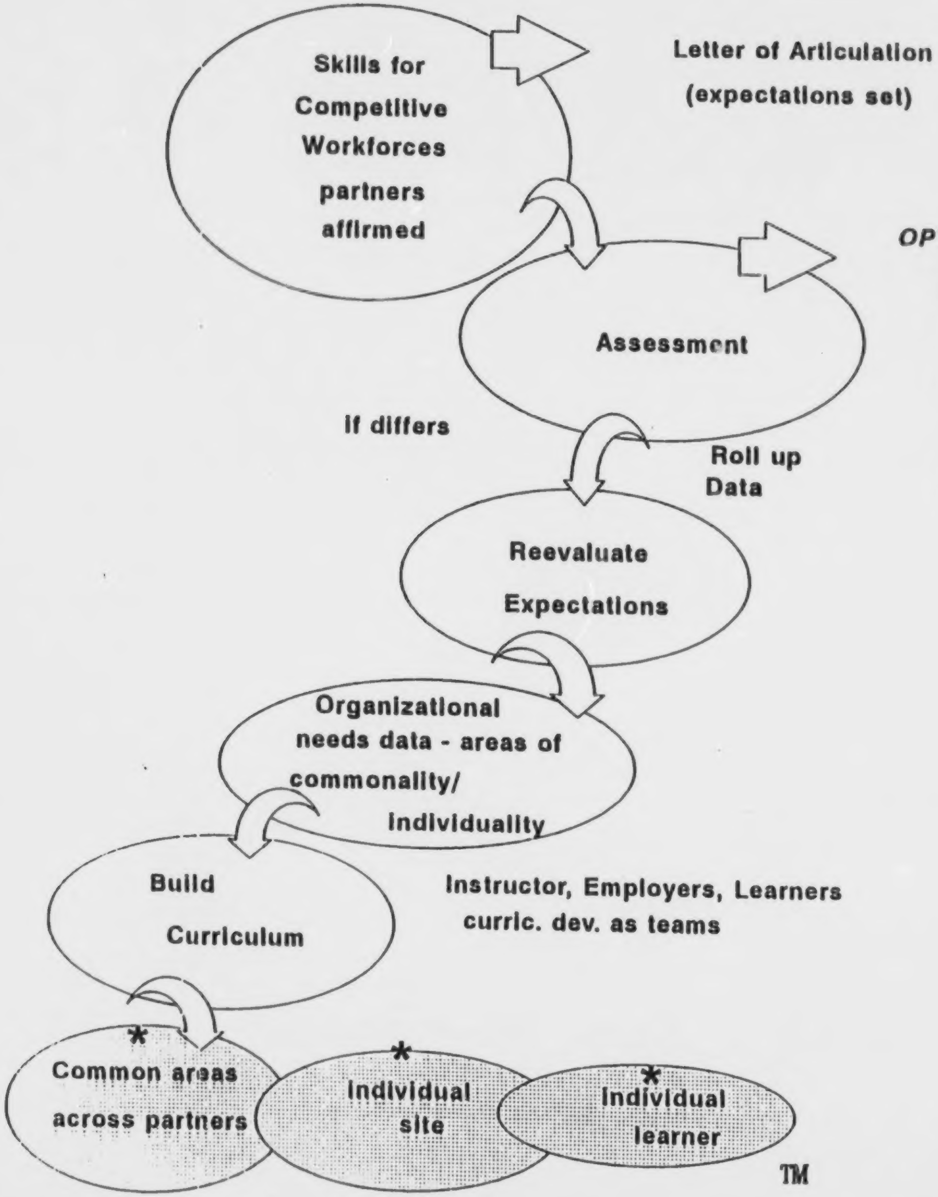
*

Curriculum Development


Determine Competencies
Establish Objectives
Establish delivery system & identify providers
interactive
self-paced
computer-based
lecture
establish measurements
deliver product
obtain & use feedback
student
instructor
business

Skills for Competitive Workforce Curriculum



Skills for Competitive Workforces partners affirmed

Letter of Articulation (expectations set)

Assessment

If differs

Roll up Data

Reevaluate Expectations

Organizational needs data - areas of commonality/ individuality

Build Curriculum

Instructor, Employers, Learners curric. dev. as teams

* Common areas across partners

* Individual site

* Individual learner

TM

OPTIONS

Basic Skills Assessment
pre-test on hard/soft skills
universal job skills assessment
identify co./management needs/environment
function/task/job analysis
individual needs

*

identify learner objectives

topic/content/basic skills → skills flow

instructional strategies

customized materials

methods (traditional and technology-assisted)

conduct event ↔ ongoing feedback

end-of-event evaluation { instructor, learner, employer

NAME: ______________________ S.S.N. ____________

PREPARED BY: ______________________ DATE: ____________

ADDRESS: ______________________ WORK PHONE: ____________

______________________ HOME PHONE: ____________

COMPANY: ______________________ JOB POSITION: ____________

SKILLS NEEDED:

Employee List		Employer/Manager List		Profession/Job List	
Prior. No.	Skill	Prior. No.	Skill	Prior. No.	Skill

ASSESSMENT RESULTS:

BASIC SKILLS	DATE								TEST NAME
Pre Test Results									
Post Test Results									

SOFT SKILLS	DATE								TEST NAME
Pre Test Results									
Post Test Results									

CAREER GOALS Date ____________ Date ____________

EDUCATION PLANS: Date ____________ Date ____________

COMMENTS:

EDUCATION PLAN

General Recommendations:

Necessary Courses by Special Offer:

TOPIC	DATE(S)	TIME	LOCATION

Available and Recommended Courses:

TOPIC	DATE(S)	TIME	LOCATION

Encouraged Courses:

TOPIC	POSSIBLE PROVIDER

Useful Courses (availability and provider unknown):

TOPIC

Key Program Personnel

Maryann G. Billington, works for the Colorado Community College and occupational Education System as full time Program Director to manage projects involving 13 businesses and five colleges. Within the private sector, Ms. Billington was manager of education and training for Digital Equipment Corporation. Her business experience also includes market research and development for Corning Glass Works. As associate dean and director for the Graduate School of Business, Northeastern University, Boston, Massachusetts, for nine years, Ms. Billington developed and delivered business education programs worldwide. Ms. Billington's leadership abilities to bring diverse groups of professionals together to solve current education and workforce issues emerges through her work with the Colorado Alliance of Business, Alliance for Workforce Development, the Corporate Literacy Network, Colorado Springs K-12 Business and Education initiatives. Ms. Billington has authored numerous publications and presents to organizations on topics including workforce literacy and learning, worker education, education and training planning and systems, quality implementation, team skills, management education, corporate training, and women in the workforce. She has been a college lecturer and also held advisory and director's position on several boards, including the Graduate Management Admissions Council. An M.B.A. from Northeastern University, A.B. in Economics and Political Science from Boston College, and a Certificate from the London School of Economics contribute to Ms. Billington's Educational foundation.

H. Clay Whitlow is the vice president for Educational Services for CCCOES. As principal executive leader, Mr. Whitlow contributed .1 of his time on this program. In his position, he is state director of vocational education, and provides staff support to Colorado's 11 state system community colleges. Previously, he was an attorney for the Denver, Colorado, law firm of Sherman & Howard, one of the largest in the state, where he specialized in commercial trail work. He became a partner in the firm in 1979. He is currently a member of the Board of Legal Aid Society of Metropolitan Denver, and serves on the Boards of Mile High United Way and Kappa Housing, Incorporated. He also served on the State Board for Community Colleges and Occupational Education from 1986-1989. He received a B.S. degree in Metallurgical Engineering from Wayne State University in 1969. After a year with Ford Motor Company's engineering department, he entered Cornell Law School and graduated in 1973.

Sherry L. Hermann, full time administrative coordinator, was Administrative Clerk for the 1992-92 National Workplace Literacy Grant. Ms. Hermann was responsible for coordinating the various committee meetings. These meetings consisted of the quarterly Statewide Advisory Council meetings, Curriculum and Instruction Committee meetings, and project leader meetings. Facility arrangements, luncheon arrangements, and notification of each member were all part of the coordination efforts. PC Focus, the software used to track program participation, has been a challenge. Each site used PC Focus to record demographics. Ms. Hermann covered the Pike Peak Community College program participants and also pull together a quarterly report that combined all sites. Using various software, reports, graphs, and charts were created. One document Ms. Hermann has compiled for the literacy program grant is the Resource Guide. Ms. Hermann's past experiences include administrative work in education and business. She is currently pursuing her Associate's Degree at Pikes Peak Community College.

Contract:

Robert A. Keller, Ph.D., Senior Program Associate at MCL, received his PhD. in cognitive psychology from the University of Denver. His major professional interests are in program evaluation, human services delivery, and training systems research. Over the past 12 years Dr. Keller has directed and contributed to a wide variety of research and evaluation projects and has a proven track record of skill and productivity. Dr. Keller currently directs evaluations of Colorado's workplace literacy and tech prep programs, contributes to an evaluation of South Dakota's school modernization effort, and assists with the Mid-Continent Regional Educational Laboratory's internal evaluation of its service, research and development, and collaboration efforts. He recently completed an evaluation of the National Highway Traffic Safety Administration's TEAM train-the-trainer program, a study of case management practices among JTPA subcontractors, and studies of Colorado's single parent/displaced homemaker and sex equity programs. Through these and other projects, Dr. Keller has worked closely with employers, service providers, and community colleges to better understand and help meet the training needs of at-risk individuals.

The ***Mid-continent Laboratory***, Inc. (MCL), a Colorado for-profit corporation, provides research, development, and technical assistance services to public and private sector clients. The staff and resources will be utilized by external evaluator, Dr. Keller. MCL is a wholly-owned subsidiary of the Mid-continent Regional Educational Laboratory (McREL) which was founded in 1966 to serve the seven-state central region of the U.S. under contract from the U.S. Department of Education. The mission of the Laboratory and MCL is to create a community of interest among individuals and organizations committed to discovering how to design and provide education and social services that meet the needs of our ever changing society - specifically, equipping people with the skills and attitudes needed to function effectively in the 21st century. Activities of MCL include: training design, development, and delivery; product design and development; education research and evaluation; needs assessment; technical assistance, program design, development, implementation, and evaluation; and information and policy dissemination.

The staff bring to their work extensive experience and current knowledge about educational trends and practices nationwide. In particular, staff members have been working with numerous states, districts, schools, and business-school partnerships to redesign local schooling efforts, interpret the goals of America 2000, incorporate the latest technology and instructional strategies to education, and define expected student outcomes that will be most appropriate in the 21st century. Various issues surrounding tech prep, vocational training, adult and workplace literacy, educational equity, and employability have also been addressed- all of which are relevant to the planned effort. Much of this work has focused on meeting the needs of disadvantaged, at-risk, or under-served student populations.

In addition to the evaluation of Colorado's current workplace literacy program which is still underway, MCL's staff have conducted a number of successful evaluation efforts for CCCOES in the recent past. All work has been completed on schedule, within budget, and with a high degree of professionalism. This experience, along with our conveniently located Aurora offices, has increased our efficiency in conducting field evaluations, added to our specific knowledge of Colorado's vocational educational system, and demonstrated our responsiveness to changing programmatic conditions. The result has always been evaluations of the highest quality and objectivity. In short, MCL brings to the project a broad range of educational and evaluation expertise that is not easily replicated in other organizations.

III. A. 2. Content

The content, or subject and course topics, varied as greatly as the number of variables indicated in the hierarchy noted in *III. A. 1.* Workplace and basic skills and literacy all have connotations far beyond any standard definition. Each site or even employee group within a site helped identify what was basic for its performance. Age-old conflicts between management and employees, between business partners and their academic counterparts, and in this case between Federal guidelines and local needs often surfaced in the identification of course topics. Again, the need to quickly engage participants and satisfy business partners play a key role in the decision of what would be offered. While most sites dwelled on traditional basic needs such as GED, math, writing, reading, more contemporary needs in soft skills and functional skills were included as well.

What was "basic" varied dramatically from site to site and included:

☒ teaching reading to a population of employees which included a large number of individuals who had not completed high school.
☒ offering basic computer skills to a population of long term employees, many who had college degrees but needed computer skills fast in order to avoid being laid off.
☒ delivering soft skills to a mixed population, with previous education ranging from completion of 8th grade to post-graduate, who were all equally deficient on team skills or problem-solving.
☒ addressing needs for getting jobs elsewhere as well as maintaining current job (little emphasis placed on promotion in most every partner organization because of current economic ill-health of most businesses).

Collectively, all sites began with a course topic hierarchy developed by ASTD in *Workplace Basics*. Our efforts helped to build upon that model, as noted in the Figure 2 which follows. A more refined version of what skills were taught in our projects and where those skills fit relative to other skill needs of organization is displayed in the *Skills for a Competitive Workforce: Skills Flow Chart* which follows.

Finally, the content of our programs is exhibited in an eight volume series of curriculum descriptions. The description of the Guide and the attached chart indicating which topics where taught by each project site are the last two pages in this section. Separately, the eight volumes are available from the Curriculum Clearing Center in Washington, or from CCCOES.

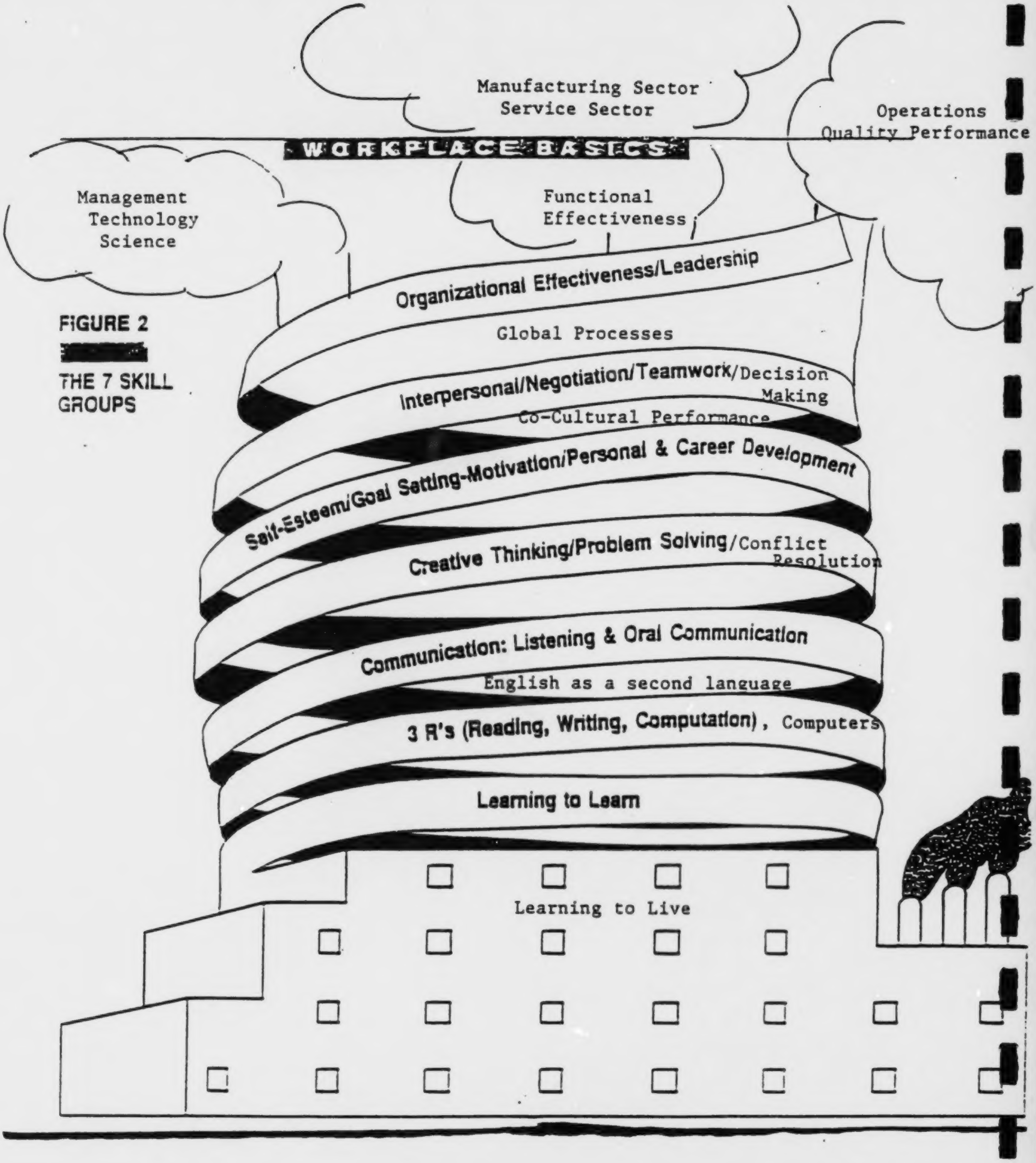

Manufacturing Sector
Service Sector
Operations
Quality Performance
WORKPLACE BASICS
Management
Technology
Science
Functional
Effectiveness
Organizational Effectiveness/Leadership
Global Processes
Interpersonal/Negotiation/Teamwork/Decision Making
Co-Cultural Performance
Self-Esteem/Goal Setting-Motivation/Personal & Career Development
Creative Thinking/Problem Solving/Conflict Resolution
Communication: Listening & Oral Communication
English as a second language
3 R's (Reading, Writing, Computation), Computers
Learning to Learn
Learning to Live

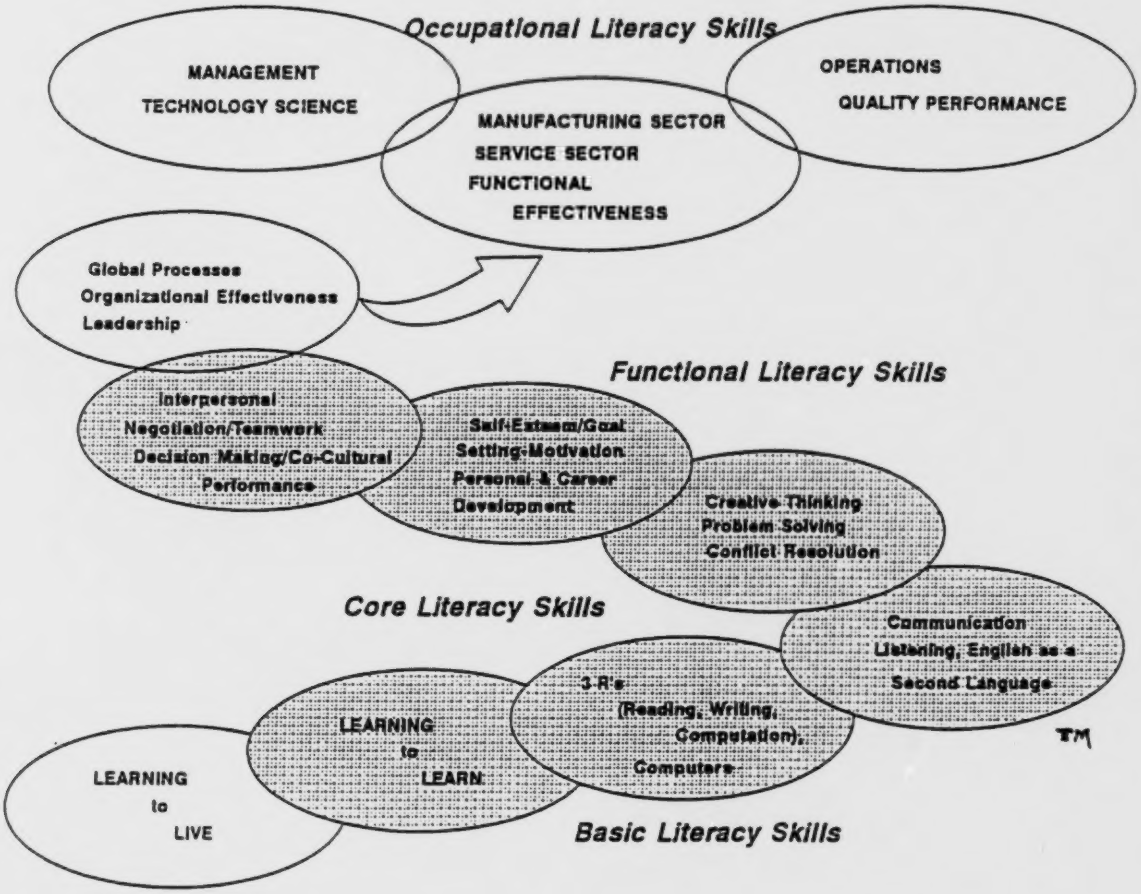
FIGURE 2

[redacted]

THE 7 SKILL GROUPS

Skills for a Competitive Workforce

Skills Flow Chart


Occupational Literacy Skills
MANAGEMENT
TECHNOLOGY SCIENCE
OPERATIONS
QUALITY PERFORMANCE
MANUFACTURING SECTOR
SERVICE SECTOR
FUNCTIONAL
EFFECTIVENESS
Global Processes
Organizational Effectiveness
Leadership
Functional Literacy Skills
Interpersonal
Negotiation/Teamwork
Decision Making/Co-Cultural
Performance
Self-Esteem/Goal
Setting-Motivation
Personal & Career
Development
Creative Thinking
Problem Solving
Conflict Resolution
Core Literacy Skills
Communication
Listening, English as a
Second Language
TM
3-R's
(Reading, Writing,
Computation),
Computers
LEARNING
to
LEARN
LEARNING
to
LIVE
Basic Literacy Skills

Curriculum Guides

Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement (1991 - 92)

Contact: Colorado Community College & Occupational Education System (303-620-4000)

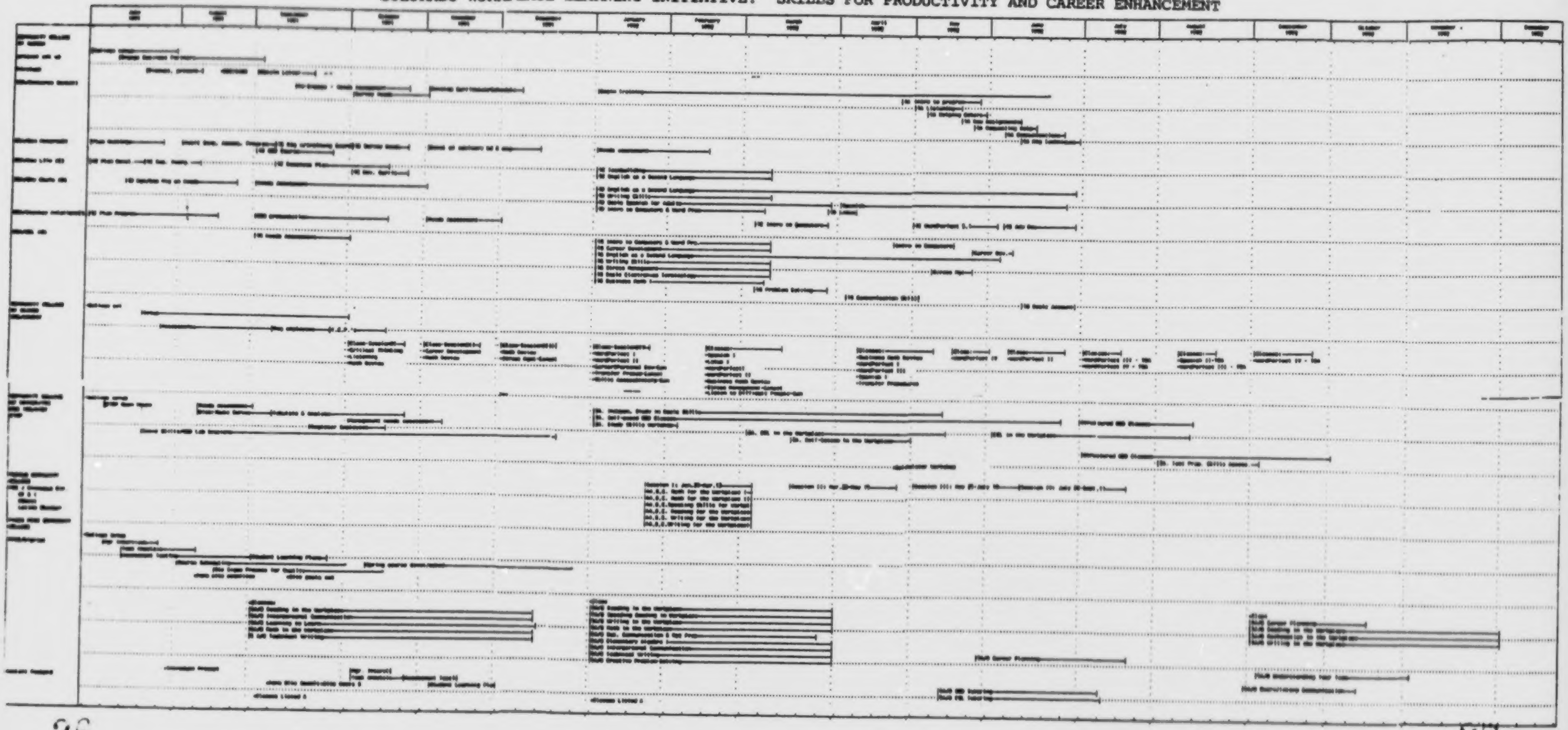
Volume I:	Basic Skills -	Math
Volume II:	Basic Skills -	English as a Second Language (ESL)
Volume III:	Basic Skills -	Reading Writing
Volume IV:	Basic Skills -	General Educational Development (GED)
Volume V:	Function Skills -	Computer Proficiency Safety Basics Spanish
Volume VI:	Enhanced Basic Skills -	Learning to Learn Career Planning
Volume VII:	Enhanced Basic Skills -	Teams and Teamwork Problem - Solving, Decision - Making, & Critical Thinking Stress Management
Volume VIII:	Enhanced Basic Skills -	Listening Skills Communications Speech Self-Esteem Individual Workplace Skills

SUMMARY OF CURRICULUM TOPICS SUBMITTED FOR "THE COLORADO WORKPLACE LEARNING INITIATIVE: SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT"
1991 - 1992 PROGRAM

The program is described on the attached abstract. Contained in this series of curriculum guides are the outlines and notes for the topics covered according to the basic skills needs of the business partners. For more information, contact Colorado Community College and Occupational Education System, 303-620-4000.

COMMUNITY COLLEGE OF AURORA	COMMUNITY COLLEGE OF DENVER	COMMUNITY COLLEGE OF DENVER-TECH CENTER	PUEBLO COMMUNITY COLLEGE	PIKES PEAK COMMUNITY COLLEGE
Basic Skills				
math	math	math	math	math
English as a Second Language (ESL)		ESL		ESL
		reading	reading	reading & speed reading
writing				writing (3 part)
		GED	GED	
Functional (Job) Skills				
computer proficiency	computer proficiency and basic software skills	computer proficiency	computer proficiency	
			safety basics for the workplace	
Spanish			Spanish	
Enhanced Basic Skills				
		learning to learn		learning to learn
career planning	transfer techniques			career planning
teamwork				understanding team development process and teams
problem-solving			problem-solving	problem-solving
stress management	stress management		stress management	
listening skills	listening skills		listening skills	
interpersonal communications	conflict resolution		interpersonal communications	overview of communications and interpersonal communications
			speech	
		self-esteem in the workplace	self-esteem	
			individual workplace skills	

1991-92
NATIONAL WORKPLACE LEARNING PROGRAM
COLORADO WORKPLACE LEARNING INITIATIVE: SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT



This is a sample of the year-long schedule of classes across the entire program. This is a picture of the timeline; detail on the courses is attached. A larger, readable version of this chart is available from CCCOES or the Department of Education.

BEST COPY AVAILABLE

III. B. Projects

A separate report is attached for each of the project sites where the individual process and content is described. Project leaders were asked to include the following information:

- ✓ COLLEGE DESCRIPTION
- ✓ BUSINESS PARTNER(S)
- ✓ PROJECT GOALS DESCRIPTION OF DELIVERY PROCESS
- ✓ EXPECTED OUTCOMES & OUTCOMES ACHIEVED
- ✓ PROJECT CONTINUATION PLAN
- ✓ PROJECT LEARNINGS
- ✓ COPIES OF FINAL PRESENTATION MATERIALS FOR BUSINESS PARTNERS

The project sections include the following partnerships:

III. C. 1. Community College of Aurora & General Motors Parts, Stanley Aviation, Sky Chef Kitchen, Commerce Bank, New Life Fitness, and XEL Communications

III. C. 2. Community College of Denver & USWest Communications

III. C. 3. Community College of Denver - TEC & AT&T ETOP

III. C. 4. Pueblo Community College & CF&I, Latino Chamber of Commerce, USWest Communications

III. C. 5. Pikes Peak Community College & Digital Equipment Corporation and Hewlett Packard

28

III. B. 1. Community College of Aurora & General Motors Parts, Stanley Aviation, Sky Chef Kitchen, Commerce Bank, New Life Fitness, and XEL Communications

College

The Community College of Aurora serves the entire northeastern quadrant of the greater Denver area. Characteristically, the business mix of this area is one of small to medium-sized enterprises, largely in the retail, service, and small manufacturing segment, though the area also includes the International Airport complex, as well as the larger corporate offices and manufacturing plants along the I-70 corridor. The community of Aurora is one which has grown explosively in the last 20 years, changing from an essentially agricultural/small township base to a "bedroom community" of some 300,000. The Community College campus was originally located in the town center of Aurora proper and then approximately a year ago, a new campus was constructed approximately three miles southeast of the town, in a developing suburban area. The traditional curricula are now taught at the new campus and the original location is to be used for community service and local business programs. The college offers curricula from GED to Associate's degrees and its Continuing Education and Customized Training Division offers a variety of workplace programs.

Partners

XEL Communications, Inc.

The XEL Corporation employs a workforce which fluctuates between 110 and 160 people, manufacturing electronic sub-assemblies for customers in telephone and microwave communications, principally General Telephone and Electronics. The company is closely-held by its CEO whose management style and corporate structure are extremely progressive. The corporate attitude to the Workplace Literacy was, at first, somewhat diffident, since, in the words of the CEO, they "were not in the education business." The program quickly established a niche, however, since such concepts as Total Quality Management, Statistical Controls, and Self-Directed Work Teams demanded to be implemented, and an unprecedented interpretative capability was needed at the shop-floor level. The response to this need allowed not only the program to meet and exceed its objectives, but gained awards and publicity for the Corporation, and an unprecedented degree of security, competence and advancement for the workers who participated. There is no union representation within XEL.

Sky Chefs Flight Kitchen - Denver

Sky Chefs is the Denver branch of a major in-flight catering service based in Cleveland, Ohio. Personnel oscillates seasonally between 80 and 100. Much of the work performed by personnel is unskilled; cooking and food preparation, dishwashing, cleaning and bussing of flight trays, etc. For many of Sky Chefs' workers, their job is the first step on the American ladder, more than half the personnel is of foreign origin, most of the remainder are minority. Wage levels are low; shop personnel are paid at or just above minimum wage. Many individuals work at more than one job; educational levels are generally below GED. English skills are often poor or non-existent. Participants seek basic skills, seeing them as a means to improve job prospects or security. Since many, especially those who come from outside the USA, see their job at Sky Chefs as a stepping-stone to better things, the Workplace Literacy Program represents a chance to seek higher goals. It is, therefore, regarded as a tangible company benefit. Sky Chefs' workers are union represented.

Stanley Aviation Corp.

Stanley Aviation is known throughout the aviation industry for having pioneered the explosive ejector seat as a means of escape from jet aircraft. The company employs approximately 150 persons in an airport-based factory in the Stapleton Airport area, which manufactures aircraft sub-assemblies and auxiliary equipment, such as towing equipment. Though fully-owned by a British conglomerate, the Denver area operation is fully autonomous. In a situation similar to that of XEL Corporation, Stanley's needs are for skilled and semi-skilled personnel, such that "3-R's" curricula are largely uncalled for with the exception of some refurbishment courses. Rather, Stanley's needs are for transitional curricula, such as computer literacy, blueprint interpretation, and electronics orientation. Fluctuations in the aircraft industry in general, as well as uncertain local conditions, have led to lay-offs and re-hires on a regular basis in this company. Though this atmosphere has a disruptive effect in the educational process, such courses as were demanded and held, were judged to have been of solid benefit to participants.

New Life Fitness Center

The smallest of our corporate partners, New Life Fitness Center has only six employees. The Center is operated by two brothers of Korean origin who are anxious to provide their employees with a sense of corporate identity, a tangible benefit over and above the monetary compensation and a skill set to help build a cohesive corporate team. Employees consist of a receptionist/secretary, a general facility manager, and four salespeople. There are also four fitness/material arts instructors who are present at varying hours, according to class needs. The observed needs in this partner were for English as a second language to be taught to personnel of foreign origin, and soft-skills training in Communications and Team-Building, for the other personnel. Since a business of this small size has needs which are specific and peculiar to it, classes and discussions were handled mostly on a one-on-one "by appointment" basis, rather than by using an off-the-shelf curriculum or a fixed timetable.

Commerce Bank

One of the area's few "local" banking institutions, Commerce Bank of Aurora was chartered in 1976. Very much a "small-town" institution in size and atmosphere, the bank has 40 full-time employees. Twenty-nine of these are hourly personnel, the other eleven forming the "leadership group" as the bank designates them. By its nature, the bank attempts to offer a customer service level to corporate and private customers, which is unattainable in larger institutions. Its needs, therefore, are for softer skills such as team building and communications training, consonant with the bank's quality awareness focus. Some "sharpening" of bank skills is also called for, though the nature of the bank's business is such that language and computational skills are a prerequisite of employment.

General Motors Small Parts Division

As may be inferred, this is a small division of the Detroit giant. Heavily unionized, this site handles warehousing of GM parts for the Denver area. Corporate and union structure are both heavily hierarchical, which means, essentially, that any new program must proceed with the sanction of and under the supervision of both corporate and union offices in Detroit. This cumbersome modus operandi, combined with the circumstance of this location's relative insignificance in the GM network, make and have made communications most difficult between the college and the partners. Though intentions on both sides may have been of the best, the program did not progress beyond the stage of plans and promises; no concrete training has been delivered to date, to the loss of the GM employees themselves.

Project Goals

The original goals for the project were as follows:

Community College of Aurora, in conjunction with four other institutions on the Colorado Front Range , would

1. Deliver workplace training to 100 employees of six small business partners, to improve job performance and upgrade basic educational skills as appropriate to each workplace. Emphasis on ESL, basic literacy, and GED preparation were to be part of the objective.
2. Establish an effective method for curriculum adaptation and development based on specific needs in each case.
3. Provide accessible and relevant instruction at each site.

Since the program began actual teaching, the experience gained from the first classes led us to reevaluate and enhance these objectives. It was quickly apparent, for example, that in the majority of our partners, "threshold" skill levels for employment precluded the existence of a significant proportion of non-English speakers, illiterate or non-numerate adults. There were notable exceptions, for example Sky Chefs, whose personnel demonstrated the entire spectrum from the functionally illiterate ESL student to the college level dropout. The focus of curriculum development, however, was shaped by the demand shown in repeated surveys, for high-level, "soft" skills related to an integrated, team-oriented workplace, where inter-personal communications skills, stress management, and problem-solving activities are called upon. The industrial ambiance of our partners presupposed, in most cases, the ability to read, write, and compute. Our whole focus, therefore, needed to address this new reality.

Our goals, therefore, became modified in the following ways:

1. To provide a demonstrable gain in workplace-related skills at all levels.
2. To ensure an acceptable level, in all partners, of written and oral communication in the English language. Where possible, to teach and measure improved techniques in communication skills as a part of team-oriented task management.
3. To improve worker attitude and confidence and thereby customer satisfaction, through better communication, problem-solving capability, and the ability to take on new responsibilities through skills improvement.

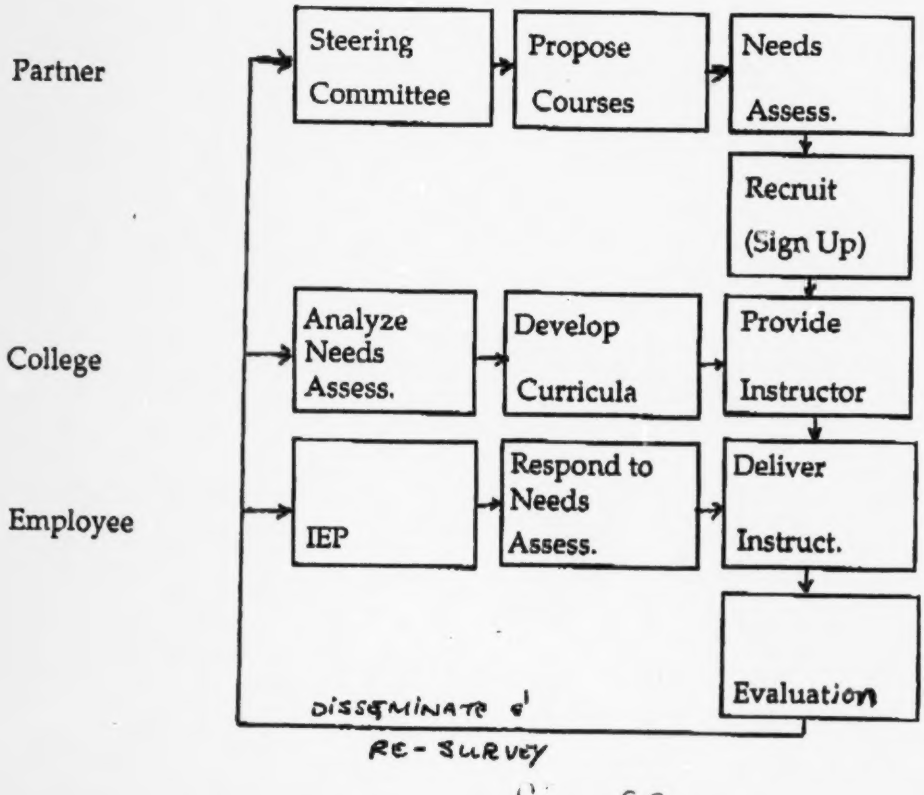
4. To produce curriculum which, though uniform in quality and applicability, should be related to specific industries and specific functional levels within those industries.

Delivery Process

Consonant with the revised goals of the College and its partners, customized curriculum was developed where "off-the-shelf" packages were unavailable or inapplicable. The methodology adopted involved the formation of a screening committee to propose, offer, and evaluate curricula and courses within their organization. Unions, management, supervisors, and shop-floor workers were part of these committees. In this way, actual control of form and content of the program became the prerogative of partner personnel themselves, rather then something imposed by the Community College or the company and its workers.

This committee in time surveyed worker needs and proposed educational plans according to the results of those surveys. Curriculum was delivered, in general, by the coordinator, to the course instructor. Where applicable, pre- and post-tests were devised, the results tabulated and shared with participants either one-on-one or collectively. The evaluations from each course were then studied by the committee, which then decided on the next round of instruction, based on the results of the previous.

In almost all cases, the program became "part of the company" to the extent of organizing company meetings to present certificates of completion of courses.


Partner
College
Employee
Steering Committee
Propose Courses
Needs Assess.
Recruit (Sign Up)
Analyze Needs Assess.
Develop Curricula
Provide Instructor
IEP
Respond to Needs Assess.
Deliver Instruct.
Evaluation
DISSEMINATE & RE-SURVEY

Expected Outcomes - Company

1. Demonstrable skill gains
2. Improved proficiency in English
3. Attitude improvement
4. High proportion of "completers"
5. Better utilization of company time and resources

Expected Outcomes - College

1. Information to help with future programs.
2. Fulfillment of quotas and specifications.
3. Awaken participant interest in future education.
4. Continued partner liaison post-grant.
5. Other potential partners for the future.

Expected Outcomes - Grant Partners

1. Change in business attitudes towards Community Colleges.
2. "Cross-fertilization" to produce coordinated curriculum.
3. "Post-grant" business/community college cooperation.

Outcomes Achieved

1. Specifications of "numbers served" exceeded by 20% or more.

2. Anecdotal and measured improvements in language skills/computational skills.

3. Identification of the program as a "company benefit" by workers.

4. More than 80% of enrollees completed courses.

5. Large amounts of knowledge gained for ongoing and future programs.

6. Multiple enrollees in degree programs at Community College.

7. New grant programs/company funded programs with XEL, Commerce Ban.

8. Multiple new partners for basic skills training -- especially from companies under 100 employees who had the impression they were "too small to matter" prior to the grant.

9. Heightened interest from businesses in cooperative ventures in education.

10. Heightened ability of college to function in a corporate environment.

"After the Grant"

As a result of the grant, Community College of Aurora Customized Training Division has received multiple requests from Aurora area corporations for Workplace Learning Programs. Of the original grant partners, two, namely XEL and Commerce Bank, are continuing training through the college. The former, XEL, has applied for and obtained Colorado First funding for an extended educational program. Commerce Bank's program will continue using funding from the bank itself.

As a result of the publicity gained from the success of CCA's efforts, particularly with XEL, contracts have been secured to provide literacy training in several other major Aurora businesses. Plans for a similar program of a 'milestone' nature, to provide GED and literacy training for inmates of the Colorado State Corrections system's facility in North Denver, are also to be implemented shortly. The Customized Training Department's present resources are potentially fully utilized for the next 18 months in these efforts, due in, some degree, to the success of CCA's implementation of the grant.

Project Learnings

1. In our type of environment, basic skills instruction on its own generally runs out of audience fairly quickly. The program needs to impart a spectrum of learning from "Learning to Learn" skills, through the basics and 'soft' skills up to leadership and management preparation and TQM skills.

2. The success of the program is directly proportional to the degree of top level management involvement.

3. The entire company must "buy in" to the program for it to be successful. This means forming a steering committee, repeatedly surveying needs and, through feedback of this nature, adapting syllabi to the results of those surveys.

4. As a general rule, the more centralized or autonomous the upper management, the easier it is to gain entry to the "rank and file" for assessment purposes. Likewise, the more heavy union involvement in the organization, the more difficult it is to achieve the breadth of penetration necessary to make the program successful. Union endorsement does not necessarily equate to union support.

5. Curriculum needs vary immensely from company to company. In most cases, curricula need to be customized for each application. Where proprietary materials are usable, there are often aspects of them which are unsuitable or inapplicable, especially in the teaching of language skills or ESL. Inappropriate materials quickly lose interest for the student of low prior educational achievement.

6 Workplace education demands the application of marketing techniques, as much as does any other service. It is an erroneous assumption, that making courses available will result in enrollment. The participant needs to feel that education is:

   a. necessary for job or family purposes

   b. desirable, i.e. applicable to the participant's own ambitions or purposes

   c. appropriate. An aspect of innovation or adventure must be offered. "Going back to school" is a negative activity for most of the people we wish to attract to our programs.

7. As well as receiving the endorsement and support of unions, management and CEO, the training must be integrated into company policy, especially

training policy. If the HR department has training programs separately from the WPL project, the WPL project becomes the "outsider", the "orphan child".

8. Success or failure of the program is more in the hands of the company than the college. The plan needs

   - Executive involvement
   - Union support
   - Employee involvement and awareness
   - An active, committed task force, from all parts of the corporate hierarchy, chosen for their effectiveness, rather than "because they have the time"
   - A coordinated plan, formed by consensus, not decree
   - A coordinated effort

Missing any of these factors, the college, in accepting a partnership, commits to participating in disaster.

SUMMARY REFLECTIONS ON THE WORKPLACE LEARNING PROGRAM

COMMUNITY COLLEGE OF AURORA

COMMERCE BANK
GENERAL MOTORS
NEW LIFE FITNESS
SKY CHEFS
STANLEY AVIATION
XEL COMMUNICATION

The Workplace Learning Program at Community College of Aurora (CCA) involved six business partners: Commerce Bank of Aurora, General Motors Parts Distribution Center, Microtech Telecommunications, Inc., New Life Fitness-Center, Sky Chefs Flight Kitchen, and Stanley Aviation. One partner, Microtech Telecommunications, because of downsizing in the organization which occurred after submission of the grant proposal, withdrew early in the project. This partner was replaced as a sixth "site", by XEL Communications, Inc. The nature of the project -- level of involvement; types of curriculum designed and delivered; skills levels of employees participating; role of management; and length of training program -- varied from site to site. It is, therefore, within this sense of the uniqueness of each partner/site that the following summary is framed. It was also this sensitivity to the uniqueness of each partner that provided the foundation for the development of the Workplace Learning Program at CCA. To provide a meaningful perspective on each partner/site, an overview of the characteristics of each is presented below, as are specifics on how final reporting out to each company was accomplished.

COMMERCE BANK OF AURORA

Characteristics of the Site

Training at Commerce Bank of Aurora was provided to nine (9) employees (of a total population of 40) during the spring and early summer. The focus of the training was on team building, communication, employee to employee and employee to supervisor relationships. This training was done as part of a comprehensive employee/management training program which began at the bank in the spring of 1991 and will continue throughout 1992 with Community College of Aurora. Its development was guided by an employee/management team.

Assessment of needs was done by interviewing representative samples of a cross section of the total population and these results were reported to management. Training focuses, etc., were determined as a result of the evaluation of this data/feedback.

Management support for training was extremely high throughout the project. Evaluation of the effect of training on the organization, albeit occurring after the grant has expired, will provide valuable insight into impact on an organization where the entire population is involved in a comprehensively planned training program.

Reporting Out

At the conclusion of that training which was supported by the grant, President Jim Lewien held an all employee meeting. Here he discussed the value of the training for the organization and provided certificates to all nine (9) employees who enrolled and completed the training. The project leader provided Mr. Lewien, in a meeting format, evaluation feedback from employees on the training.

GENERAL MOTORS PARTS DISTRIBUTION CENTER

Characteristics of the Site

The training relationship with General Motors, while cordial throughout, resulted in no on-site training. However, some students were referred to Community College of Aurora for GED preparation work as a result of early planning meetings with General Motors personnel. The major obstacle to developing a training program was largely the result of the relationship of the UAW/GM local and the UAW in Detroit regarding the development of a skills center which during the course of last year was being developed by UAW for all GM sites nationwide. The training director at the local GM Parts Distribution Plant (CCA's partner) would not proceed with training until the skill center concept had been developed, designed, and information distributed to all locals. The development of this skills center did not occur during the life of the grant. In spite of this situation, continued contact, including meetings between the Project Coordinator and the GM training director occurred throughout the project life.

Meetings with union and management personnel occurred early on in the grant life to discuss the employee population, training needs, etc., i.e. to prepare for training. There were even discussions about using GM developed assessment software in other small companies with which CCA was partnered as part of the needs assessment process at those sites.

In the manner of a postscript to this report, on September 18 the Project Leader met with the local Training Director, and the National Training Director of UAW/GM Detroit at their request: the local parts distribution center has now decided to begin a basic skills training program, and startup will begin by the end of the year under the direction of UAW/GM and the Customized Training Department at CCA, as its local education agency. The goal is to establish an in-house skills development center following guidelines established by the UAW nationally.

The importance of maintaining a positive working relationship between a potential business partner and the community college and having that educational provider remain sensitive to the importance of delivering training when an organization needs it, and to such variables as a large national union local autonomy is greatly limited, should be eminently clear from this situation.

NEW LIFE FITNESS CENTER

Characteristics of the Site

The smallest company in the CCA project, with a total of six (6) employees and management personnel, New Life Fitness Center provided the most unique training situation in this project. The training provided there involved all personnel and as a result truly affected the culture of the organization. The company is owned by two Korean born-brothers with limited English skills who had no small business development experience. The focus of the training there was multi-faceted and included ESL oral and written language skills development, team building skills for management and employees, assistance with the development of basic business forms, and establishing a business plan: in essence moving the company into a more competitive posture in a highly competitive local market. While not a "traditional" workplace learning project, this partnership was distinguished by both the unusually small size of the business and the unique opportunity this provided to design and deliver training that had impact in the entire organization. Systematizing the "business" approach of this company contributed to its success: A second facility is scheduled to open soon in the Denver area. An ongoing training partnership is currently being explored between CCA and New Life owners to design an ESL program for Korean first-language speakers in the Aurora area.

Reporting Out

Project outcomes and impact were discussed at a meeting with the companies co-owners and project personnel in late summer; focus was on the value of developing a small business development plan.

SKY CHEFS FLIGHT KITCHEN

Characteristics of the Site

Probably the most successful training program developed with original partners occurred at Sky Chefs where nearly 30% (36) of the workforce enrolled in Workplace Learning classes as diverse as developing computer skills, writing, ESL, and Spanish.

The level of management support was also high: the General Manager was a member of the in-house education advisory committee created to guide the Workplace Learning Program at Sky Chefs. Moreover, to set an example of the value of training, the General Manager enrolled in a WPL Spanish course. The workforce at Sky Chefs includes a large number of second language speakers, largely Spanish and a management group which is primarily English speaking. Hence, the training in Spanish was provided to managers and ESL to employees bridging the language differences issues in a two-pronged manner. This unique approach was very successful and provided the focus for an article in a major Denver newspaper. The high level involvement of management resulted in holding graduation ceremonies for all participating employees involved in Workplace Learning classes, the General Manager of Sky Chefs, Workplace Learning project personnel, the Dean of Community Services, and the President of the College with certificates being awarded to employees.

Reporting Out

Reporting out was done by the Workplace Learning Coordinator in a meeting with the General Manager of Sky Chefs Flight Kitchen wherein follow-up training in communication was discussed, and as a result of the training experience through the grant, a separate communications training program was developed for Sky Chefs and another airline food service provider by the Customized Training Department at CCA.

STANLEY AVIATION

Characteristics of the Site

Initially, one of the first partners to show interest in developing its Workplace Learning Program, Stanley Aviation faced a 15% downsizing in late fall 1991 and early 1992, resulting in a mutual decision to delay training until spring. An in-house advisory committee was established and included employees, front line supervisors, and the Human Resources Director. Employees were surveyed, and tentative training schedules developed by the end of November 1992. However, due to the timing of the downsizing, the training was both delayed and significantly altered in nature and scope. Because of the impact of downsizing on the workforce, subsequent training focused entirely on computer skills training; however 33 people participated during the project life from early spring to mid-summer. Throughout the project life at Stanley Aviation, strong support from the Human Resources Director was given. However, higher level support was largely lacking. In spite of this and in spite of significant downsizing, training was done.

Reporting Out

Reporting out in the project involved oral discussions with the Human Resources Director on the demographics of employees involved and on the longer range needs for basic skills training. The stability of the workforce will be an issue there for some time to come.

XEL COMMUNICATIONS, INC.

Characteristics of the Site

Although not a partner, but a replacement site, XEL Communications' partnership with Community College of Aurora resulted in a model program, and received an award in March from the U. S. Department of Labor recognizing it as an "Outstanding Workplace Learning Program". Initially, conceived as a project very narrow in scope -- ESL -- it ultimately involved a broad range of activities characteristic of a model program.

A presentation on Workplace Learning was made to management, an assessment of employee needs and interest was done, an employee/management/education committee was put in place, outcomes measured, curriculum designed, delivered, revised, and outcomes measured. Ultimately, 40% of the workforce, 46 employees, were involved in three rounds of training occurring over nearly the entire grant life period. Courses were varied and included traditional hard skill, technical, and soft skill courses, with in some cases, follow-up or second generation courses being offered.

Management support and employee commitment was at an extremely high level and remained so throughout the project: The President of XEL was a key supporter of the program as was the Vice President for Human Resources who served on the Statewide Advisory Council for the grant project. XEL employees contributed time and talent to put on a skit on self directed work teams for this council. Because of the unusually strong support provided to the Workplace Learning Program by XEL, it was decided early on in the project to look at productivity measures before, during, and after training. Attachment one summarizes these outcomes using four productivity factors XEL Corporation has historically measured: Production/productivity index; on time delivery;

assembly defect rate in parts per million; audit defect rate; and a composite production yield. Data was collected one quarter prior to the commencement of training, for the 3 quarters training was occurring there and, finally, one quarter out from the end of training.

As can be seen from these data, actual figures vs. budget projection figures showed improvement in the productivity index, on time delivery, and in the composite production yield throughout the training period and have been sustained beyond it as well. Only in assembly and current defect figures was improvement less consistent and sustained. XEL's CEO and Vice President for Human Resources commented in these latter figures, attributing the inconsistency in improvement to the introduction of unusually high numbers of new products being introduced into the assembly process in the fourth quarter of 1991 and the first quarter of 1992, and to the fact that a large number of new employees were hired during this period, as well.

Reporting Out

Reporting out on the project occurred at a final graduation ceremony involving all XEL on September 17th, wherein the President of XEL, the Vice President for Human Resources, and the President of CCA offered perspectives on the project's value to XEL and the developing relationship between CCA and XEL. The remarks from that event are attached (Attachment 2).

SUMMARY COMMENTS

Reflection on the project yields insight into the challenges provided by multiple site partnerships. As indicated above, each partner presented different training needs, differing levels of management support and employee involvement; each was, in turn, developed as a separate partnership to insure maximum responsiveness to individual site needs. The results were that each partner received customized curriculum to meet their training needs. However, the logistics of implementation were altered from that originally conceived in the grant, and, as a result, resource allocations were necessarily adjusted. In each company separate in-house education/advisory committees were put in place where it was practical and desirable to do so. Necessarily, the amount of project leader time needed to meet regularly with multiple groups and contact people increased markedly. Project management time was significant. To ensure, within the confines of budget allocations that training needs of each company could be met, training had to be staged, becoming largely sequential from company to company. Curriculum design and instructor monies allocated did not allow for multiple sight protracted, and concurrent training programs.

Future grant applications involving multiple small businesses with varying size workforces, employee demographics, and environments (e.g. customer service and manufacturing) would do well to consider the logistics of effectively managing this type of project while ensuring customized curriculum that is responsive to each company.

Attachment 1

PRODUCTION PRODUCTIVITY

	2ND QUARTER 91		3RD QUARTER 91		4TH QUARTER 91		1ST QUARTER 92		2ND QUARTER 92	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
PRODUCTION PRODUCTIVITY INDEX	11.00	10.93	11.00	11.84	11.00	11.74	12.20	10.93	12.20	12.84
PRODUCTION ON-TIME DEL (%)	95.00%	91.33%	95.00%	92.09%	95.00%	87.56%	95.00%	97.10%	95.00%	97.10%
ASSEMBLY DEFECT RATE (PPM)	600	721	600	608	600	1230	600	1145	600	781
AUDIT DEFECT RATE (%)	1.50%	3.14%	1.50%	1.35%	1.50%	2.37%	2.50%	2.05%	2.50%	2.80%
COMPOSITE PRODUCTION YIELD (%)	79.00%	63.80%	79.00%	76.80%	79.00%	62.30%	79.00%	75.50%	79.00%	81.50%

XEL Communications

Remarks by CEO
and
Remarks by Vice President Human Resources

Our marketplace is changing -- gone are the days of unlimited market growth and customer demand when customers would buy most anything and the supplier could dictate prices and delivery. In today's market the customer is king. The customer demands and receives high quality products and gets delivery when the customer needs the product, not when it is convenient for the manufacturer to schedule the next product run. Industry must recognize the changes that are taking place or they will simply lose out to competitors. At XEL we have recognized the changing marketplace and have changed the way in which we do business. We have implemented Just In Time manufacturing, Statistical Process Control and self-managed work teams. The demands of the new marketplace can best be met by companies that have the resources of all of their people contributing to the accomplishment of an understood set of common objectives. Ours are; customer response, profitability and continuous improvement.

In days long gone by, an assembly person could be given a picture or a sample assembly and they could spend the next 6 months inserting 5 or 6 components in the same holes for 8 hours/day. A supervisor would tell them when to start and when to stop and would solve any problem that arose. This assembler needed very little education, they needed fast and accurate fingers.

But our marketplace has changed, now demanding faster response times, less than 30 day delivery, ever increasing quality levels and today's skilled assembly person needs more than accurate fingers. Today's skilled worker needs to develop and use their brain. To compete in this changing marketplace we need the collective brain power of all of our people.

I would like to quote from a book titled "The Lightning of Empowerment" by William C. Byrum.

"To do business in the markets of the late 20th century, in a global economy, and often against excellent competitors, it is essential to keep working for constant improvement. This means that in a World Class organization, everybody in the company has to be thinking everyday about ways to make the business better in quality, output, costs, sales and customer satisfaction. The successful organizations will be the ones best able to apply the creative energy of individuals toward constant improvement".

To be a self-manager, and an effective member of a self-directed work team, each member must be able to read, to comprehend , to contribute verbally, to contribute new ideas, to problem solve, to write and to understand basic mathematics, statistics and computers.

Today's and tomorrow's market demands so much more than accurate fingers, in fact we now use machines for that function and the machines are faster and more accurate -- the machine's however, cannot think, reason & problem solve. These are the things that separate us from machines, and successfully mastering these skills will separate those that are growing, developing and contributing from those who complain that they had been replaced by machines or by foreign competition. The critical difference is education. I am pleased that XEL has had the opportunity to work with CCA to develop a workplace learning program. I thank Dr. Carter, David Moore and the professional educators who have made this workplace education program a success.

But most of all I salute our graduates who have taken the initiative to participate in the program for they are acquiring or sharpening the skills that will make them individually, their teams, and XEL a world class organization.

WORKPLACE LEARNING GRADUATION

SEPTEMBER 17, 1992

INTRODUCTION -- WELCOMING REMARKS
LARRY CARTER, DAVID MOORE, INSTRUCTORS,
PARTICIPANTS, EDUCATION TASK FORCE,
XEL STAFF.

AGENDA

FIRST OF ALL, I WOULD LIKE TO THANK LARRY CARTER, DAVID MOORE AND COMMUNITY COLLEGE OF AURORA FOR INVITING US TO PARTICIPATE IN THE WORK PLACE LEARNING GRANT. CCA HAS TAKEN A PROACTIVE ROLE IN ESTABLISHING PARTNERSHIPS WITH INDUSTRY. THIS LEADING EDGE APPROACH WILL ALLOW AURORA TO RETAIN AND ATTRACT COMPANIES TO THE AREA, BECAUSE OF OUR WELL EDUCATED WORKFORCE. WE WOULD LIKE TO SHOW OUR APPRECIATION FOR ALLOWING US TO PARTNER WITH YOU IN A PROGRAM, THAT I BELIEVE, WILL BE A MODEL FOR AMERICAN INDUSTRY. PLEASE GIVE LARRY CARTER, DAVID MOORE AND THE REPRESENTIVES OF CCA A ROUND OF APPLAUSE.

THE XEL WORK PLACE LEARNING PROGRAM WOULD NOT BE AS SUCCESSFUL AS IT HAS WITHOUT A LOT OF HARD WORK FROM DAVID MOORE AND THE EDUCATION TASK FORCE. I WOULD LIKE TO

RECOGNIZE THIS GROUP NOW. PLEASE STAND AS I CALL YOUR NAME.

FRAN CLINE
JOHN PUCKETT
JOHN GILPIN
JANNETT PACHECO
BETTY SIMPSON
EMORY SMITH
SELETHA KYLE
ED BRESLIN

PLEASE GIVE THESE PEOPLE A ROUND OF APPLAUSE FOR THEIR EXCELLENT WORK.

I AM PROUD OF THE RELATIONSHIP WE HAVE ESTABLISHED WITH THE COMMUNITY COLLEGE OF AURORA, I AM PROUD OF XEL FOR SPONSORING THIS LEADING EDGE PROGRAM AND MOST OF ALL I AM PROUD OF EACH OF YOU FOR TAKING THE INITIATE TO PARTICIPATE!

IN TODAY'S EVER CHANGING ECONOMY COMPANIES AND EMPLOYEES NEED TO WORK TOGETHER TO ACHIEVE THE BEST SKILLED WORKFORCE POSSIBLE. INCREASINGLY WE ARE FACING PRESSURE FROM COMPANIES ACROSS THE GLOBE. THIS COMPETITION COMES FROM PLACES LIKE JAPAN WHERE THEIR WORKERS CONSISTENTLY SCORE HIGHER THAN OURS IN AREAS SUCH AS MATH AND SCIENCE. AND PLACES LIKE MEXICO AND CHINA, WHERE LABOR IS AVAILABLE AT .25/HR. IN ORDER FOR US TO KEEP AMERICA

COMPETITIVE AND TO KEEP MANUFACTURING JOBS IN THE UNITED STATES, WE NEED TO RELY ON OUR MOST IMPORTANT RESOURCE -- OUR PEOPLE!!! FOR US TO BE COMPETITIVE, WE MUST HAVE ONE OF THE BEST TRAINED WORK FORCES IN THE WORLD. TO DATE, WE ARE LOSING THAT RACE, BECAUSE WE ARE NOT THE BEST TRAINED AND WE ARE NOT THE MOST COST EFFECTIVE.

TEAM MEMBERS AT XEL HAVE GONE A LONG WAY TO ENSURE THAT THEY ARE AMONG THE BEST TRAINED EMPLOYEES IN THE COUNTRY, BY PARTICIPATING IN THE WORK PLACE LEARNING PROGRAM. WE ARE PROUD OF THEIR INITIATIVE AND THEIR ACCOMPLISHMENTS. THEIR PARTICIPATION IN THE PROGRAM HAS MADE XEL STRONGER AND MORE COMPETITIVE AS A COMPANY. EACH OF THE TEAM MEMBERS IS BETTER QUALIFIED PROFESSIONALLY, WHICH ENHANCES THEIR FUTURE CAREER GROWTH AND SETS THEM ABOVE EMPLOYEES WHO HAVE NOT TAKEN THE INITIATIVE TO EXPAND THEIR HORIZONS.

WE ARE PROUD OF YOU AND HOPE YOU WILL CONTINUE ALONG THE PATH OF LIFELONG LEARNING.

PLEASE GIVE ALL THE PARTICIPANTS A ROUND OF APPLAUSE AND A HEARTY CONGRATULATIONS.

NOW I WOULD LIKE TO GIVE DAVID MOORE THE OPPORTUNITY TO MAKE A FEW REMARKS.
DAVID:

DAVID P. MOORE

David Moore brings to his role as coordinator for Workplace Learning at Community College of Aurora eighteen years experience in curriculum development and teaching STET; program planning, development and management; training college faculty, student paraprofessionals and the workforce; and managing academic support services and programs. David received both his Bachelor's and Master's degrees from University of Wyoming graduating cum laude and Phi Beta Kappa, and with this in hand, went on to spend eighteen years at Metropolitan State College of Denver which in time took him to Community College of Aurora. As coordinator for the Workplace Learning Program he has developed and implemented the design in order to enhance the basic skills of workers, including the responsibility for program management and implementation assessing job skill levels.

MALCOLM SHAW

Malcolm Shaw's career and experience span the important gap between industry and academe. With a Masters Degree from Cambridge, Malcolm has worked in a variety of domestic and foreign corporate environments, in particular with IBM and GTE. He has also designed training programs and led international franchise projects for major franchise corporations, in both employee and consultant capacities. Malcolm entered the Workplace Learning Project as a designer of customized curriculum to teach corporate and academic skills in a business environment. Aside from his commitment to the Workplace Learning Project, he is presently constructing situationally-designed curricula for other government and business-based projects with the Community College of Aurora.

CHERYL L. BLUM

Cheryl graduated from the University of Wisconsin with a Bachelor in Social Work with an emphasis in Group Counseling. She took her educational background and applied it to the Colorado State Employment Service, the Jefferson County Employment and Training, and the Community College of Aurora where she is currently a University Counselor. It is with this background that she contributed immensely to the Workplace Learning Program teaching career development skills. Among Cheryl's accomplishment she has been a volunteer Big Sister where she was nominated in 1989 for the Big Sister of the Year Award; is a member of the Colorado Association for Counseling and Development; and also co-Vice President of LEARN (Local Educational Adult Resource Network).

ROSEANNE FEEBACK

Roseanne graduated with a Bachelors of Science in Business Administration/Computer Information Systems from Regis University in July 1992, and it was these skills that made Roseanne invaluable to the Workplace Learning Program. Prior to her graduation Roseanne has been a Vocational Teacher with the Emily Griffith Opportunity School here in Denver; an Administrative Assistant at the Federal Bureau of Prisons in California; and then various office roles both in California and Colorado. Her computer expertise came into play when she joined Bemis Packaging Machinery Company where she set up and maintained the Novell 2.15 network supporting 25 users. Highlights of her background include work in Human Resources, Training, EEO/AAP, Manufacturing Concepts, and various office administrative roles. Areas of computer knowledge are centered around LAN, Novell, Lotus, dBase, Word Perfect, and DOS.

KRISTIN K. QUIST

Kristin received her Bachelor degree at the University of Colorado and is currently working on her Masters at the same place. While majoring in English Literature and Philosophy, she has also become Teacher Certified for Secondary English and it is this talent that brought her to the Workplace Learning Program teaching English as a Second Language. These skills are continually demonstrated at the University of Colorado Denver where she currently teaches after spending six years in the Denver Public Schools. With experience in design, development and implementation of academic programs, she is sensitive to the needs, skill levels, and expectations of both instructors and students.

Information not available for:

Beth Brubaker
Mary Helen Sandoval
Michele Sires

III. B. 2. Community College of Denver & USWest Communications

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FINAL REPORT

U S WEST COMMUNICATIONS/COMMUNITY COLLEGE OF DENVER

August, 1992

COLLEGE DESCRIPTION: The Community College of Denver is an inner city campus within walking distance of numerous major employers in downtown Denver. The College has built a strong reputation in industry training through its Division of Continuing Education. In the past, the College has provided workplace literacy programs for Public Service Company of Colorado, the Regional Transportation District, Ensign Oil, AT&T, and the State of Colorado Personnel System. A pilot program for U S WEST Communications was provided to increase skill levels of basic skills. The pilot project influenced the choice of the U S WEST Communications Brentwood site to provide training for operators.

BUSINESS PARTNER: U S WEST Communications/Brentwood site was chosen as the site for educational activities. The site, located several miles from the campus, but within easy driving and bus access, employs 600 operators. At the start of the project, half the group served as directory assistance operators, annd half as long distance operators. The company has a contractual agreement with the Communications Workers of America, whose headquarters is geographically very close to the work site. The homogeneous nature of the workforce was one of the factors which influenced the choice of worksites.

PROJECT GOALS: The specific project goals were laid out within the general goals of workplace literacy projects: to promote gains in traditional literacy; and to promote job advancement, productivity, safety, attendance and job retention.

The more specific goals were outlined in the Letter of Articulation. Employee goals included: to identify and review basic skills, clarify career goals and options, and to improve personal development skills. Company goals included: a productive pool of employees who can a.) contribute to U S WEST Communications either at Brentwood or at another part of the company by successfully competing for a transfer, and b.) who show strong self-esteem and self-confidence.

Measurements of the specific goals include numbers of employees self-nominating for transfer, completing transfer applications, transferring within the company, or securing a better job opportunity outside the company, as well as employees completing Pathways Career Education Plans, U S WEST Communications Continuous Development Plans, and completion of interest and learning style inventories during Career classes.

DESCRIPTION OF DELIVERY PROCESS: The delivery of services commenced with the audit process. This process, which analyzed the requirements of both the long distance and the directory assistance positions, was followed by a written needs assessment, one version filled out by operators and another form completed by first-level supervisors. This step was followed by interviews with selected supervisors to clarify the results of the needs assessment.

Members of the Employee Involvement Committee conferred with the program Coordinator to select the class titles for the "first semester" of classes between October and December. After December, the On-Site Advisory Committee and program staff met to refine the class offerings for the January to August period.

Throughout the teaching months of the grant, enrollment in classes was open to all operators. Care was taken to offer classes morning, afternoons, evenings, and Saturdays to obviate the serious problems of scheduling.

Periodically, the On-Site Committee met to brainstorm additional ideas relative to increasing enrollment. (See the chart below)

EXPECTED OUTCOMES AND OUTCOMES ACHIEVED:

1. 17 persons attended the Basic Math Review
2. 07 persons attended the Career Development class
3. 10 persons attended the Transfer class
4. 50 persons attended the WordPerfect and Lotus classes in preparation for competing for a transfer
5. 176 persons attended personal development classes
6. 03 persons enrolled in community/four-year college programs as of the writing of this report (August 10)

PROJECT CONTINUATION PLAN: The Community College of Denver will continue to offer classes at the Brentwood site and also to offer classes at the 17th Street site of U S WEST Communications as training needs dictate. Liaisons have been made which will facilitate the continuation of basic skill classes and computer training. The Business and Industry Coordinator at the community college will assume the function of liaison.

PROJECT LEARNINGS:

1. Projects at large businesses which are strictly scheduled should budget a large teaching budget. The present program was severely stressed by the absence of such a line item. The absence of teaching money made necessary charging for all classes in order to pay the teachers of any subject areas which neither the curriculum coordinator nor the program coordinator had the background to teach. Fortunately, U S WEST Communications employees who have been at the facility for at least one year are eligible for Pathways Foundation monies to pay for their classes, but Pathways monies can only be spent by workers who are on their own time. Therefore, all classes had to be offered during evenings and Saturdays, and the option of giving employees the incentive of putting in one of their own hours and the company's putting in one hour of work time could not be used to enhance recruitment. Also, a number of recently hired employees were ineligible for classes because they were not covered by the Pathways foundation (unless they were willing to pay the class fee themselves.)

Teaching monies could also have allowed the program to offer a class at several times during a day, as the Employee Involvement team repeatedly recommended, so that workers whose schedule changed could attend the same class at an alternate time. Although this would double the teaching costs, the program could have enrolled far more persons if the same class could have been offered at alternate times of day.

2. Gaining verbal agreement from a company to participate in a project should always include some real costs in addition to in-kind costs. Such a stipulation could eliminate those companies whose participation will be nominal only. In the case of encountering a company whose real participation in a project could be characterized as perfunctory, the option should be open to allow the program staff to engage another company, perhaps as a substitute for or in addition to the original company.

3. Worksites having a heterogeneous, rather than homegeneous workforce, may be better hosts to workplace training projects than those having only one job title among the workers. In this way, chances of encountering workers who have a felt need for basic skill training could be enhanced.

4. Large, unionized companies likely will offer more roadblocks to ANY training program, unless it is mandatory for the entire workforce, than smaller, non-union shops. Although size and union presence are not automatic negatives, both those factors inevitably introduce layers of regulations which any program must negotiate in order to institute the simplest programs.

5. It should be made clear at the federal level that re-aligning the budget after arrival on the worksite is possible. Because a justification to make changes in the budget is required, it's perceived that this is unacceptable. Once involved in the program,

however, it was apparent that less money might be needed for curriculum development than was budgeted and more required for other items. If it were clearer that these monies could be shifted with proper justification, more latitude would have been excercised to do so with resulting benefit to the worksite program.

6. Commitments made in advance to business partners should be less stringent. Perhaps only tentative contracts should be signed so that changes could be made in partnerships after start-up activities have been conducted. For instance, if several businesses were identified as feasible partners and one selected as the top target, changes could be made along the way when it was determined that the first partner no longer fits the program. At that point the school should be able to exit and begin work with another business.

Curriculum Implementation

4. How were participants enrolled?

   Volunteer

5. What percentage of target population was involved?

   37%

6. How many participants were in an average class?

   2 to 12 participants

7. Did you develop your own materials or use commercial resources?

   Both self-made and purchased materials were used.

8. Did you use any special techniques to motivate sudents? Describe how you motivated reluctant students.

   The program motivated students by offering classes to fit their very difficult schedules--mornings, afterneens, evenings, or weekends; by recodnizing students with certificates; by offering free Return to Learning seminars; and by using the Employee Involvement Committee whose word-of-mouth power was considerable.

9. What specific tools or resources did you find helpful?

   Kolb's Learning Styles Inventory and Learning Style Exercise (McBer and Co.); Contemporary Math Books; Nita Rutkosky's A MASTERY APPROACH FOR WORDPERFECT 5.0, Paragidm Publishing International; Scriptographic Booklets by Channing L. Bete Co. Inc; and a public domain published manual, TWENTY TRAINING WORKSHOPS FOR LISTENING SKILLS, Sprosten and Sutcliffe, Gower Publishing Co.

10. What courses were taught?

    Basic Math Review
    Career Development
    Critical Thinking
    Listening
    Lotus I
    Return to Learning Orientation
    Skills Assessment
    Spanish I
    Stress Management
    Transfer Techniques
    WordPerfect I, II, and III

11. How much average time per course?

Enhanced basic skills or basic skills averaged fours hours each. Computer classes occupied 12 hours at each level.

Curriculum Evaluation

12. What was the average training time per employee?
Participants attending the Return to Learning Orientation, but no other classes averaged .5 hours of training.

Participants who attended expanded basic skills, basic skills, or computer training classes or a combination of these averaged 8.7 hours of training.

13. How was the performance of participants evaluated?

Attendance; completion of math or WordPerfect exercises; class participation; teacher observation

14. How well did participants perform based on above evaluation?

Attendance was often sketchy because of the workers' constantly changing schedules. However, when in classes, workers performed diligently.

15. What was your greatest success?

Our greatest success was having at least a small group of operators take and finish 12-48 hours of training to qualify themselves for a career oustide of telephone operating--a shrinking line of work whose skills are difficult to use elsewhere. Also, some of the final evaluations (whose results are still arriving) reveals workers who, because of the federal program, have enrolled in two and four-year degree programs.

ON-SITE ADVISORY COMMITTEE MEETING OF JANUARY 17, 1992

IN ATTENDANCE:

Jackie Houpt
Dorene Watson
Val Luna
Joann Grengs
George Guzman
Dorrie Rausch
Mary Poppino

The meeting was held at Communications Workers of America (CWA) headquarters in Englewood, Colorado. The purpose of the meeting was to set up the committee. The following members were appointed:

Diane Amaker, Employee Involvement (EI) Committee, Toll
Dorothy Cogburn, EI Committee, DA 3
Debbie Gaffney, Supervisor, Operator and Information Services (OIS)
Joann Grengs, CWA Representative
George Guzman, CWA Representative
Diane Loughlin, EI Committee, DA 3

Ex-Officio Members:

Dorene Watson, Area Manager, OIS
Jackie Houpt, CWA Vice-President

A discussion was held about the February training schedule. Career Development and Business Math will be offered. In addition, by late February, WordPerfect I will be offered. It will be advertised by February 1 for February 15-29. By January 21, workshop descriptions (see attached) and room availability will be provided to Cogburn. Due to scheduling difficulties, Saturday classes will be avoided.

Someone on the committee will check on the availability and working condition of a videotape player/monitor.

ON-SITE ADVISORY COMMITTEE MEETING OF JANUARY 24, 1992

IN ATTENDANCE:

Dorene Watson
Jackie Houpt
Mary Poppino
Malcolm Shaw
Debbie Gaffney
George Guzman
Joann Grengs
Diane Amaker
Dorothy Cogburn
Diane Loughlin

Recruiting will take place to fill the current WordPerfect I class. Poppino will bring more fliers. New dates will be established for future classes.

New workshop topics were chosen: WordPerfect II, III; Lotus I; Spanish I; Business Math Review; and Keyboarding. All will be scheduled for both day and evening hours. Kelly Lombardi will see about Keyboarding software.

Registrations will be returned to the EI committee members or the union reps, i.e., Guzman, Grengs, Amaker, Loughlin, Cogburn. Poppino will also handle registrations by phone or in her Brentwood office.

A day will be determined when Poppino and Shaw can conduct Return to Learning orientations.

Poppino reported on the special tally taken of students interested in studying Spanish.

Other items discussed were computer announcements, fee schedules, and course descriptions.

ON-SITE ADVISORY COMMITTEE MEETING OF MARCH 4, 1992

IN ATTENDANCE:

Debbie Gaffney
Malcolm Shaw

Discussion centered around upcoming offerings. These suggestions were made:

Transfer Techniques (Gaffney will call the Occupational Staffing Office to arrange this.)
Keyboarding (to assist employees in passing their typing tests)
Business Math Review
Stress Management (However, another title would be preferred; perhaps, Balancing Home and Work.)
Dealing with Difficult Customers
Balancing Personal Finances
Spanish
dBase/WordPerfect

ON-SITE ADVISORY COMMITTEE MEETING OF APRIL 8, 1992

IN ATTENDANCE:

Debbie Gaffney
Mary Poppino
Malcolm Shaw

The first item of business was a progress report on current program participation statistics (see attached bar graphs) and and a discussion about how to attract new participants.

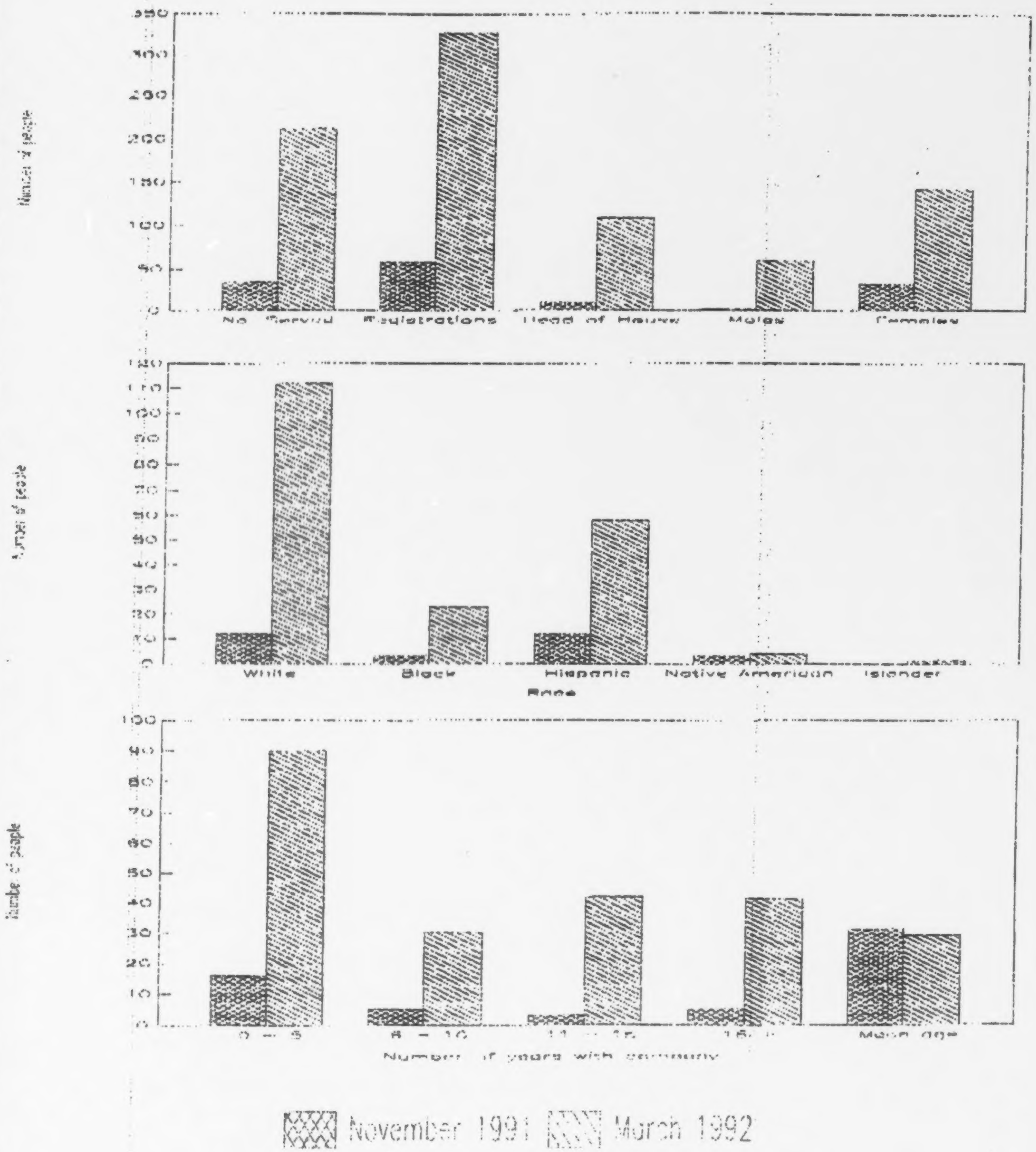
Reviews of the federal schedule and upcoming classes were conducted. WordPerfect I will again be offered April 28, 30, May 5, 7, 12, 14; WordPerfect IV will be taught May 19, 21, 26, 28, June 2, 4; dBase I is scheduled for July 14, 16, 21, 23, 28, 31. Gaffney pointed out that July and August may be difficult months to schedule classes due to coverage for those on vacation.

Each floor at Brentwood will have a new computer available for those wishing to practice what they're learning in class.

Gil Matamoros of the Occupational Staffing Office will possibly be available soon to conduct a Transfer Techniques workshop.

Also discussed were the program evaluation and evaluator's visit as well as the end-of-year event.

WORKPLACE TRAINING PROGRAM
Comparison : November 1991 to March 1992



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ON-SITE ADVISORY COMMITTEE MEETING OF MAY 13, 1992

IN ATTENDANCE:

Mary Poppino
Debbie Gaffney

These members met briefly to touch base about program activities.

Community College of Denver / U S WEST Communications Partnership

Mary A. Poppino, Program Coordinator, has taught for adult programs at Regis University and Metropolitan State College of Denver. Her areas of expertise include reading, study skills, and tutoring; she's co-authored several textbooks on these subjects and presented workshops as well. Mary once served as a VISTA volunteer. She earned her Master of Arts at Southern Illinois University and her B.A. at the University of Nebraska, both in English. Professionally she's affiliated with Colorado Association for Continuing and Adult Education, Mountain Plains Adult Education Association, and Colorado Association for Training and Development.

Edward R. Bock, Interim Program Coordinator, worked as a human resources professional for 15 years, most recently as a career counselor, at U S WEST Communications. He also currently serves as an adjunct instructor in an adult program at Regis University, teaching business and communication arts courses, and had previously been a high school English department chair. Ed's Master of Arts in communications is from the University of Denver; his B.A. in journalism is from Marquette University. Professional memberships include International Communication Association and American Association for Adult and Continuing Education.

Beth Brubaker, Curriculum Coordinator, received M.A. and B.A. degrees from Akron University and Miami University in Ohio respectively. She's also studied at major universities in New Mexico, Florida, and Illinois. Currently Beth is Business and Industry Coordinator for Community College of Denver's Division of Continuing Education. In addition to teaching reading, English as a second language, and business management and sales to adults, her professional background includes marketing and franchising.

Malcolm Shaw, Curriculum Coordinator, earned both his M.A. and B.A. degrees at the University of Cambridge. In addition, he's completed advanced coursework in the United Kingdom, Venezuela, and the United States. He's fluent in French, German, and Spanish, as well as English. His varied career in training and business has included multinational project management; systems engineering; sales; and franchise ownership, operation, and consultation.

Michael Anderson, Instructional Aide, is a junior at Metropolitan State College of Denver, studying computer information systems and management science. For the past six years, he's also been runnning a community services agency in north Denver.

Carla Galletti, Instructional Aide, is pursuing her master's degree in curriculum and instruction at the University of Colorado at Denver. After receiving her bachelor's degree from Regis University, Carla taught English conversation to Japanese students both in their native country and at Denver's Teikyo Loretto Heights University.

III. B. 3. Community College of Denver - TEC & AT&T ETOP

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Quotes from AT&T/TEC Project

"I couldn't have begun to anticipate what a success this project has become." Mr. Joseph Cleres, Manager Human Resources, AT&T Denver Works

"When we first agreed to provide basic skills training as part of the grant project, the college had a much narrower view of the possibilities. I was hesitant to get into a union/management situation, and the Enhanced Training Opportunities Program was critical to overcoming the barriers in such a situation."
Dr. James Hall, Vice President Technical Education Center System-Community College of Denver

"I would like to be able to bring potential business partners here to AT&T to show them how a successful workplace literacy partnership works and what is can accomplish." Dr. James Hall, Vice President Technical Education Center System-Community College of Denver

"This grant project has served as a model for the Union in partnering with other programs to provide services to our represented employees." Mr. Bill Shafer, International Brotherhood of Electrical Workers

PROJECT DESCRIPTION

AT&T/CCD-TEC

College Description

Community College of Denver operates the Technical Education Center (TEC) System, with two campuses currently in operation and two more expected to open in the fall of 1992. The Technical Education Center-North campus serves as the education partner with AT&T in the workplace literacy grant project. TEC was created by the state legislature in 1983 specifically to meet the training needs of industry in a cost-efficient and timely manner through the use of open-entry/open-exit, individualized, fast-track instruction. Its certificate programs are innovative and non-traditional. The staff at TEC have carried out customized training projects for dozens of employers, largely through JTPA and Perkins Act funding. TEC also offers classes in job search techniques, GED preparation and basic skills.

Business Partner

AT&T Denver Works, located in the city of Westminster in western Adams County, is one of the largest manufacturing facilities in Colorado. After experiencing significant down-sizing over the past ten years, its workforce has stabilized at approximately 1400 employees. The manufacturing division, represented by the International Brotherhood of Electrical Workers union, assembles and tests customer premises telephone equipment. These employees have an average of 17 years of service with the company; their educational levels vary widely from high school drop-outs to graduate degree participants.

Description of Delivery Process

The instructional delivery method varied, depending on the format of the particular class. Classes were offered in self-paced, individualized lab settings; structured class format; and workshop series. For the most part, the delivery process included

(1) orientation
(2) pretesting
(3) Individual Education Plan conference
(4) delivery of training
(5) post testing

Learning materials included workbooks, computer assisted instruction, and audio-visual resources. The delivery process included a variety of learning experiences, including small and large group activities, hands-on application, reading and writing exercises, role play, and lecture.

With the exception of the GED preparation and the English as a Second Language (ESL) programs, all instruction was delivered off job time. A matching release time program was negotiated for the GED and ESL classes, allowing employees two hours of job time a week to attend classes with the provision that they attend two hours a week on their own time.

Expected/Achieved Outcomes

(1) Project participants will achieve gains in basic skills, including the skills areas of reading, math, writing, oral communication, listening, self-esteem, interpersonal skills, and teamwork skills.

(2) Shortcomings in community college policies will be identified.

(3) Basic skills training initiative will be continued by community college and business partner.

(4) A model for community college/business partnerships will be established.

(5) Dialogue and sharing of resources will take place among community colleges.

(6) Project participants will continue to take part in additional company training opportunities, both within and outside the grant project.

(7) Project participants will continue their formal education after participation in grant project training programs.

(8) Business partner will commit additional resources to grant project.

(9) Grant project will serve 110 union-represented employees at AT&T Denver Works.

(10) Project participants will successfully complete basic skills training programs.

Project Continuation Plans

The Enhanced Training Opportunities Program (ETOP) at AT&T

Denver Works has asked the Technical Education Center to continue coordinating the basic skills program for their learning center through June 30, 1993. The college's responsibilities will include

- coordinating and teaching the GED preparation classes;
- developing and teaching other basic skills classes, both credit and non-credit;
- developing self-paced basic skills modules for employees to complete on their own;
- developing and teaching AT&T employability test preparation courses;
- investigating and coordinating implementation of alternative learning methodologies and materials, i.e. cd rom players, interactive videos, software, etc.;
- assisting in providing on-site workshops that meet general skills development needs, i.e. interpersonal communication, problem solving, self-esteem, etc.;
- meeting individually with employees to develop individual education plans to address basic skills needs;
- assisting in developing and monitoring the learning center's resource library;
- assisting in marketing ETOP services;
- developing and implementing marketing of basic skills software programs available in the learning center.

Project Learnings

(1) Confidentiality is a major issue in providing basic skills training in the workplace.

(2) "Word of mouth" is one of the most effective marketing tools for voluntary workplace training programs.

(3) Computer aided instruction is an effective student motivator.

(4) Investing time and energy in the development phase of the grant project is vital, which may mean postponing delivery of training .

(5) In a union work environment, union support of the workplace training program is vital.

(6) Lack of self-confidence is a major barrier to learning for many employees who have been out of school for awhile. It is important to structure learning so that participants experience success early and often.

(7) Celebration of learning success is key in the learning process, i.e. graduation ceremonies, recognition in company publications, certificates of achievement, etc.

(8) It was an advantage for the community college to be an outside

provider of training as opposed to traditional company-provided training. Employees seem to respond positively to the neutrality of the college.

(9) The experience of the community college in assessment, adult learning theory and practice, educational delivery methods and materials, etc. is of practicable value to business. The community colleges are in a position to meet many of the training needs in the workplace.

(10) By communicating with businesses, community colleges can tailor their programs to effectively provide training needed to allow their graduates to be competitive in the job market and the businesses to be economically competitive.

Roles

Company: Assist in individual employee and company needs assessment; assist in determining site specific objectives; cooperate in development of specialized curriculum; promote grant project efforts; provide to employees encouragement and incentives for participation in grant programs; provide on-going feedback on project efforts; assist in data collection for evaluation purposes; communicate company procedures and policies to project staff.

Union: Provide input on employees' basic skills training needs; publicize and encourage employee participation in grant project services; provide on-going feedback on effectiveness of project efforts.

College: Staff, develop, implement, and monitor project; assist in determining site-specific objectives; establish and work with a site advisory council; provide resources for support services necessary to facilitate employee participation in training; maintain records of project operations; conduct on-going internal project evaluation; prepare project quarterly report; contribute to development of assessment/training model for workplace basic skills programs.

Contributions

Company: Support services for maintenance of learning materials, i.e. computer hardware and software; management level representation on Statewide Advisory Council; representation on Site Advisory; office supplies for grant project.

Union: Article(s) in monthly union newsletter publicizing project efforts; personnel to promote participation in project programs; representation on Site Advisory Committee.

College: Project staff to include director, coordinator, instructors, and clerical support to provide project management, delivery, and instruction; representation on Statewide Advisory Council and Curriculum and Instruction Committee.

Site Advisory Committee

The Enhanced Training Opportunities Program (ETOP) operates a learning center at AT&T Denver Works. ETOP is governed on a local level by a committee that oversees and provides direction to the program. Membership consists of three union represented employees and three company representatives. Because the grant project was based in the ETOP learning center, it made sense to utilize this pre-existing committee as a site advisory committe for the grant.

When the grant project initially arrived at AT&T, the learning center was in the final stages of construction. The ETOP committee was very involved in the development of the learning center, and the grant project leader worked with them to put together the grand opening of the learning center on July of 1991 and to market the center to the union-represented employees.

Once the learning center was operational, the committee became less involved in the day-to-day functions of the center and met on a monthly basis with the learning center coordinator for updates on ETOP events and to serve as an advisory committe for the center. Also in attendance at these meetings was the manager of human resources, the union president, and the grant project leader. The committee agreed to serve as the site advisory committee for the grant and were assistive in public relations, recruiting, employee needs assessment, management support, and information on company policy pertininent to the grant.

Because of conflict within the committee (unrelated to the grant), the union representatives resigned from the committee, and the committee functioned without union representation for the last seven months of the grant project. However, the individual union representatives as well as the union president were very supportive of the grant project efforts and continued to provide advice and assistance to the grant outside of the committee format.

Biographies

Anita DeMarco - Project Leader: Basic skills instructor at Community College of Denver's Technical Education Center (TEC) for eight years prior to grant project leader position. Job responsibilities at TEC included assessment and instruction of basic reading and math skills for economically disadvantaged students who were preparing to enter vocational training programs. Also coordinated educational services with case managers and vocational instructors at the college as well as with sponsoring agencies. Educational background includes a B.A. degree in Special Education and current work towards a graduate degree in Community Service and Administration with an emphasis in adult education at Regis University in Denver, Colorado. In addition to coordinating grant project services, she also taught basic skills and GED preparation courses for the grant.

Teresa Falagrady - English as a Second Language (ESL) Coordinator/Instructor: Area resource teacher for the Colorado Department of Education. Has taught adult basic education, GED preparation, English as a Second Language, and business English. Experience in ESL includes position at Juso Academy in Japan teaching English conversation to businessmen, high school and elementary school students. Pursuing M.A. in Reading and Writing and the University of Colorado in Boulder, Colorado.

Pat Wagner - Self-Esteem in the Workplace instructor: operates her own information systems design company in Denver. Over last 14 years has presented over 265 workshops, lectures and special programs on networking, information and systems theory, conflict management, marketing, planning and related topics to businesses, government agencies, community groups, professional associations, conferences, and non-profit organizations. Hosted a radio show and is an accomplished writer who has published articles, newspaper columns, and books. Degree in performance and written communication.

WORKPLACE LEARNING GRANT PROJECT SUMMARY

AT&T Denver Works/Enhanced Training Opportunities Program
Technical Education Center-Community College of Denver

I. OVERVIEW OF GRANT PROJECT
   - A. State Level
   - B. Site Level

II. SERVICES PROVIDED
   - A. Assessment
   - B. Recruitment
   - C. Instruction
   - D. Participant Demographics

III. PROJECT OUTCOMES
   - A. Skills Gains
   - B. Attitude/Behavior Improvement
   - C. Budget Expenditures

IV. LEARNINGS/RECOMMENDATIONS
   - A. Business/College Partnerships
   - B. Expanded Definition of Basic Skills
   - C. Grant Process
   - D. Factors in Training Success

V. CONTINUATION OF PARTNERSHIP AFTER GRANT PROJECT

VI. FEEDBACK/QUESTIONS FROM GROUP

COLORADO WORKPLACE LEARNING GRANT PROGRAM OVERVIEW

Project Title: Skills for Productivity and Career Enhancement

Funding:	Federal	$620,060
	Non-Federal	$271,885
	Total Funds	**$891,945**

Award Period: April 1, 1991 - September 30, 1992

Program Objectives:

- Improved productivity of workforce
- Quality, creative, and productive training programs through business/education partnerships
- Model for future educational projects in workplace learning

Target Population: 1,000 adult workers in the state of Colorado

WHO IS INVOLVED?

COMMUNITY COLLEGE OF DENVER	COMMUNITY COLLEGE OF DENVER-TECHNICAL EDUCATION CENTER	PIKES PEAK COMMUNITY COLLEGE	COMMUNITY COLLEGE OF AURORA	PUEBLO COMMUNITY COLLEGE
URBAN-CENTRAL CITY	URBAN-LARGE INDUSTRIAL ZONE	LARGE CITY	SUBURBAN	SMALL CITY
LARGE SERVICE COMPANY UNION SHOP: US WEST	LARGE MANUFACTURING UNION SHOP AT&T	LARGE HIGH TECHNOLOGY & MANUFACTURING FIRMS: DIGITAL EQUIPMENT CORP. & HEWLETT PACKARD	MULTIPLE SMALL BUSINESSES	MANUFACTURING (CF&I), SERVICE (USWEST)-BOTH UNION SHOPS, AND MINORITY SMALL BUSINESSES OF LATINO CHAMBER
OVER 1,000 COLORADO WORKERS INVOLVED				

AT&T/TECHNICAL EDUCATION CENTER-CCD PROJECT OVERVIEW

Project Partners:	Business:	AT&T Denver Works International Brotherhood of Electrical Workers Union Enhanced Training Opportunities Program
	Education:	Technical Education Center-North/ Community College of Denver Regis University
Funding:	Federal	$ 92,660
	Non-Federal	$ 48,397
	Total Funds	**$141,057**

Project Objectives: Provide basic skills training in the following areas:

- Reading
- Writing
- Math
- GED Preparation
- English as a Second Language

Target Population: 110 union-represented manufacturing workers

Original Partnership

AT&T DENVER WORKS

TECHNICAL EDUCATION CENTER-CCD

Actual Partnership

AT&T DENVER WORKS

TECHNICAL EDUCATION CENTER-CCD

ENHANCED TRAINING OPPORTUNITIES PROGRAM

INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS

REGIS UNIVERSITY

SERVICES PROVIDED

Assessment

- Training needs: surveys and individual interviews
  - Employees
  - Union representatives
  - First level supervisors/coaches
  - Other management representatives
- Specific skills testing of employees (voluntary)
- Behavior/skill rating scales
  - Employees
  - Supervisors/coaches
- Math assessment for Level 3 operators

Recruitment

- Video Information System
- Written information
  - Handbilling
  - Supervisor/coach/team distribution
  - Posted in break areas
- Articles in union newsletter
- Word-of-mouth

Grant Project Courses/Workshops

Course Title	Delivery Format	Number Served
Basic Reading, Math, and Writing	Self-paced Individualized Tutorial	9
Math Refresher Course	9-week series 3 hours/week	22
GED Preparation I	Self-paced Individualized Tutorial	27
GED Preparation II	Structured class Group instruction/ individual work	10
English as a Second Language in the Workplace	8-week modules 4 hours/week	17
Self-Esteem in the Workplace	Series of four 3-hr. workshops	36
Using the Calculator	Two 1 1/2 hr. sessions Hands-on	8
Study Skills	Series of four 3-hr. workshops	15

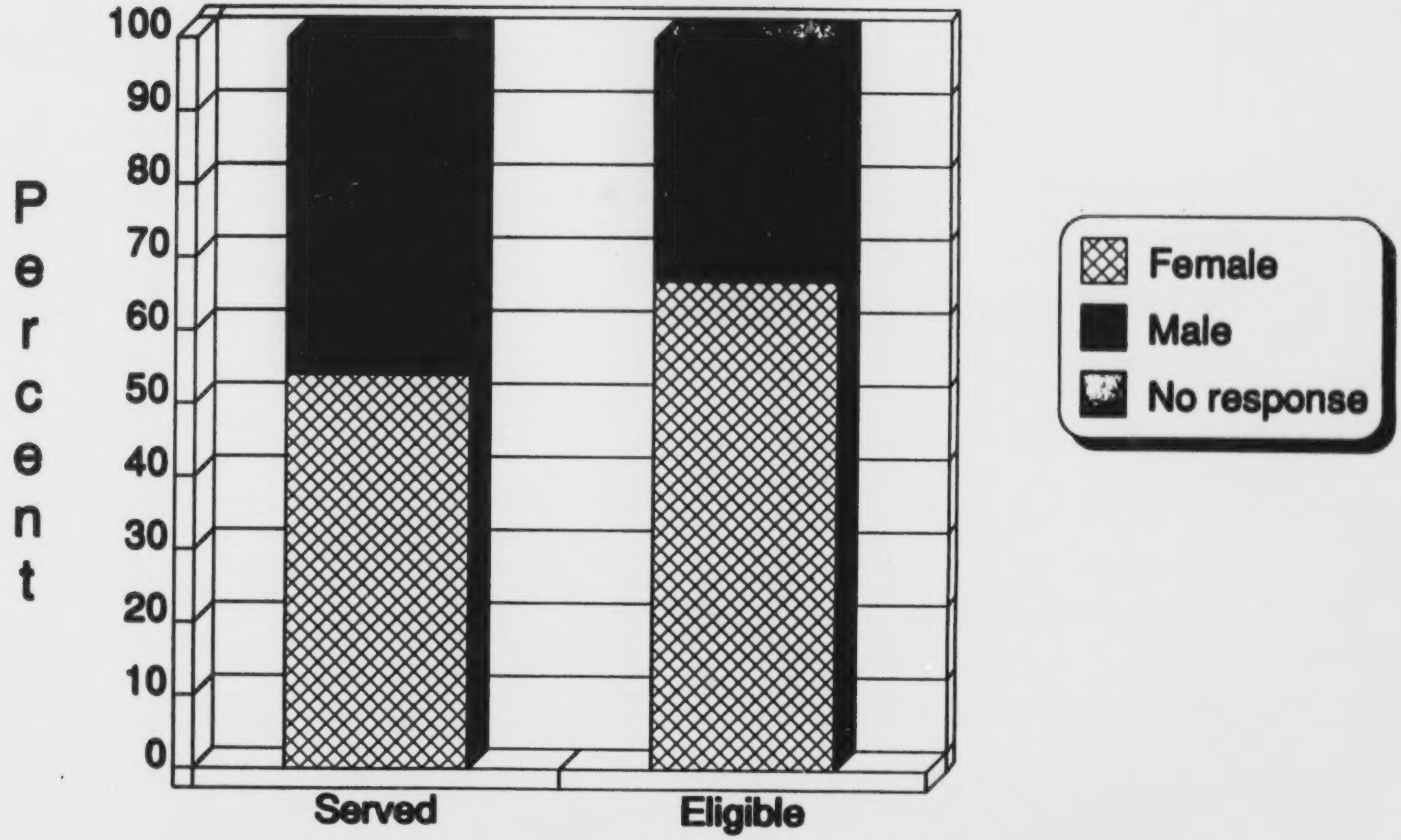
DEMOGRAPHICS

	Participants	Eligible
Gender		
Female	54%	67%
Male	38%	33%
No response	8%	n/a
Ethnicity		
White	55%	59%
Hispanic	20%	24%
Asian/Pacific Islander	10%	9%
Black	3%	7%
Native American	1%	1%
No response	11%	n/a

Percentage of target population served by grant	18%
Number served	177
Average class size	12

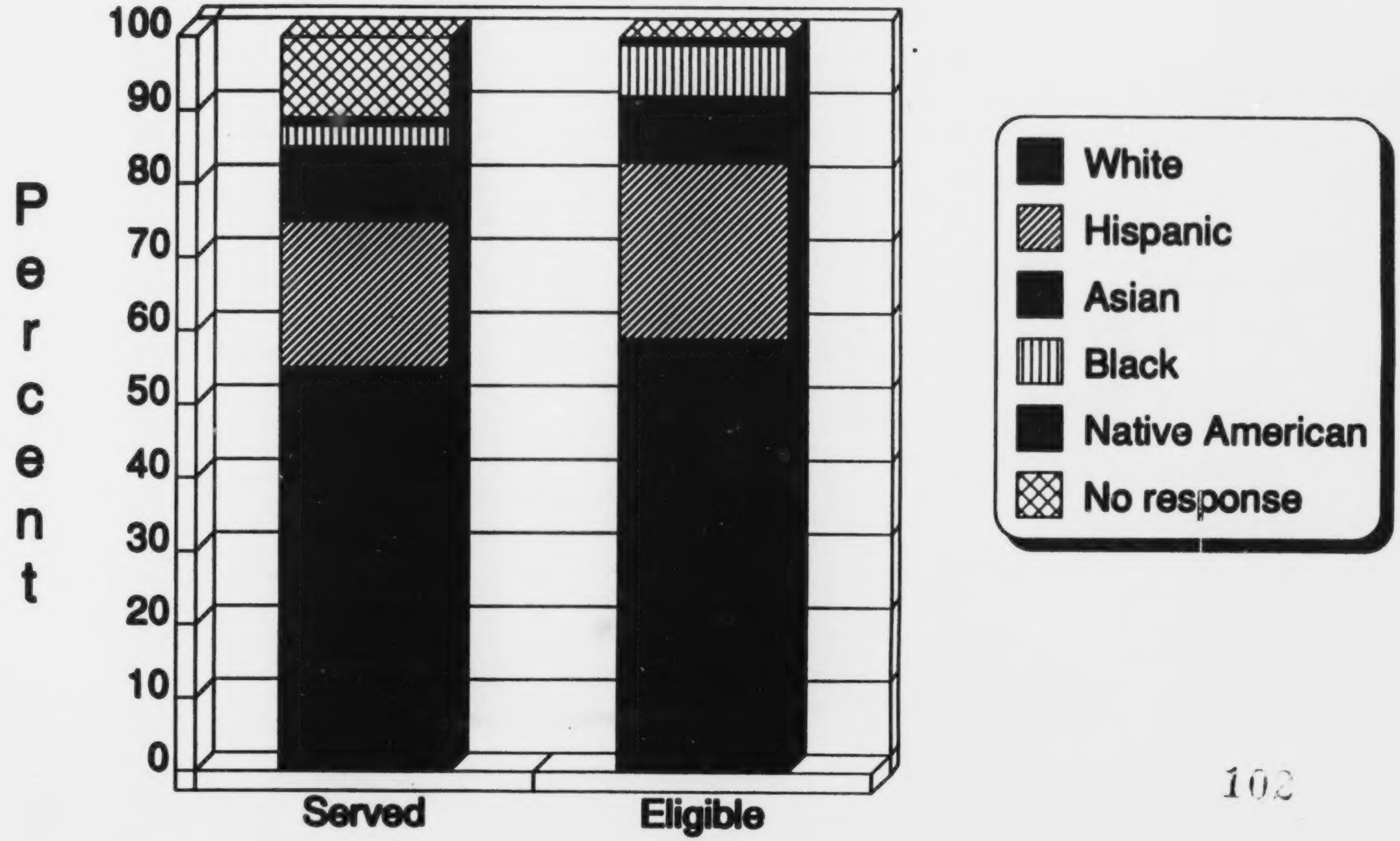
Demographics

Gender



Demographics

Ethnicity



PROJECT OUTCOMES

Based on skills assessments, surveys and behavior rating scales completed by employees and supervisors/coaches.

- **Served 177 union-represented employees**

- **Improvement in employees' reading, writing, and math skills**

  100% of participants who took basic skills pretest/post tests showed improvement.

  Over half of the participants and their supervisors/coaches agreed that there was a noticeable improvement in the participants' reading, writing, and math skills since participation in grant project programs.

- **Skill gains that lead to better job performance and greater success in company training programs.**

  Over half of the participants and supervisors agreed that there had been a noticeable improvement in participants' job performance since receiving training in grant programs.

  Over half of the participants agreed that the skills gained in the grant programs helped them in training courses for their jobs.

- **Eleven GED graduates**

  20 more employees are currently in the process of GED testing and/or participating in GED preparation courses.

- **Improvement in employees' self-confidence**

  100% of participants and their supervisors agreed that the GED, ESL, and Math Refresher courses helped improve the participants' self-confidence.

  100% of the supervisors agreed that they had noticed a positive change in their associates' self-confidence since participating in the GED and ESL programs, and that the programs were of benefit to the company.

- **Greater employee willingness and confidence to continue education**

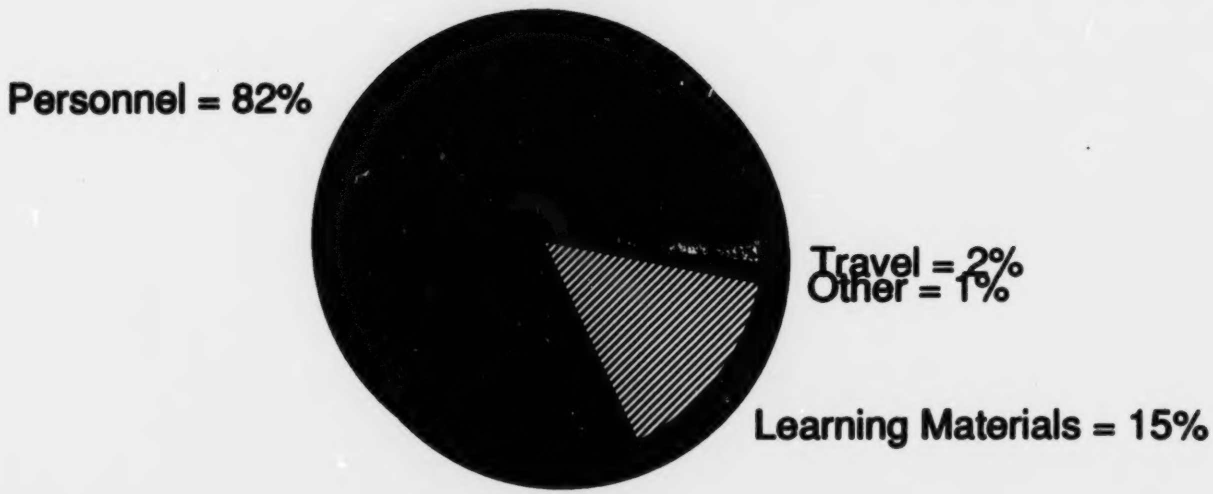
  Over 80% of participants agreed that participation in the grant program had helped them gain confidence to continue their education.

- **Improvement in employees' ability to be effective team members.**

  100% of participants in "Self-Esteem in the Workplace" course rated themselves higher in behaviors such as taking and giving criticism, setting appropriate limits, asking for feedback, making decisions, and being effective listeners.

  The team who participated in self-esteem training and its coach are so have requested further training from the training consultant and have volunteered to use team money to fund the course.

Project Budget Expenditures



LEARNINGS/RECOMMENDATIONS

Business/College Partnerships

- Community colleges have the resources and the capabilities to provide effective basic skills training programs to businesses.
- Developing these partnerships will depend to a great extent on aggressive marketing by community colleges.
- Community colleges need to be able to respond in a timely manner to the training needs of businesses, and at the same time maintain quality standards.

Union

- Support of union is vital to success of workplace basic skills training programs.
- Training program's association with union facilitated employees' confidence in the program. (confidentiality and ownership)

Expanded Definition of Basic Skills

- Training in workplace basic skills must address not only reading, writing, and math, but also the skill areas of learning to learn, oral communication, listening, problem solving, creative thinking, self-esteem, motivation, and teamwork.

Grant Process

- It is important for the college to continue association with potential business partners during time period from initial contact to confirmation of grant award.
- Greater flexibiltiy in grant project parameters would allow colleges to better customize services to individual business partner needs.

Factors in Training Success

- Matching job release time was an effective motivator for participation in grant training programs.
- Other commitments at work and at home were a deterrent to participation in training on employee's off job time.
- Greatest challenge to individual success was employee's self-confidence.
- Providing a variety of learning opportunities and materials is important in recruiting and retaining employee participation in training.
- Advantages to providing basic skills training through an outside agency, i.e. community college include greater employee trust in confidentiality, association with higher education, a reinforcement of the connection between education and job performance, and incentive for employees to continue their education.
- Many participants reported that having classes onsite was a major factor in their participation in the project.

EMPLOYEE/SUPERVISOR COMMENTS ON GRANT PROGRAMS

English as a Second Language in the Workplace

"My co-workers told me that I've much improved my communication skills--such as pronunciation and slang."--ESL student

"When I attend this class, I feel better about making conversation with my co-workers."--ESL student

"This ESL class helps me to speak out."--ESL student

"Her pronunciation has improved--I have less trouble understanding her than before."--1st shift supervisor

"He's friendlier and more outgoing than before. When he greets his co-workers, he tries to use a variety of words."--2nd shift layout supervisor

GED Preparation Program

"What I liked best about the GED Program was the confidence it has given me, that I could do it."--GED student

"It helped me improve my self-confidence and I also learned not to be so hard on myself."--GED student

"Thank you, and if I can help you and somebody out there, I'm glad to do it."--GED student

"This program right here at our workplace leaves no excuse whatsoever for not earning your GED."--GED student

"I'm hoping to go until I get my GED. I'm really learning a lot. And enjoying it a lot."--GED student

"It's an extremely worthwhile program. The employees who have gotten their GED or are working on it have more self-confidence now. They seem to have lost some fear; they are more outgoing. And they are generally better all-around people from the experience."--1st level supervisor

Self-Esteem in the Workplace

"What we learned about learning styles was very helpful. I understand now that when my coach wanders around the work area touching things that this may be the way he learns or processes. I find that I'm not angry at him anymore. I used to think that he was doing this to check up on me."--workshop participant

"I think the program is very beneficial to everyone, especially people who work together and are trying to improve on the team concept. If and when there will be another class, I intend to take it."--workshop participant

"If we are to be a team, we must be able to talk to one another, and I feel this class has helped a lot. It is very important that all the people in the workplace take this class, and continue with follow-up classes."--workshop participant

"I think this self-esteem class can help people with their productivity at work because they feel better about themselves and that usually affects their work."--workshop participant

"Yes, it has improved my productivity. I also find it easier and important to praise my fellow workers, which in turn lifts their self esteem and gives them that "extra boost" to be more productive."--workshop participant

"Since participating in the Self-Esteem class, people on my team who haven't spoken to one another in years are now talking. They're taking the first step to make amends. Also, there are team members who have never spoken at a team meeting who now are saying things like, 'I have a problem with that.'"--1st level supervisor

Math Refresher Course

"I liked being able to review the math I knew many years ago and being able to learn some math that I wasn't able to pick up before in high school."--Math student

"This course has helped me to help my children."--Math student

"I learned."--Math student

III. B. 4. Pueblo Community College & CF&I, Latino Chamber of Commerce, USWest Communications

PUEBLO COMMUNITY COLLEGE
PROJECT DESCRIPTION
FINAL REPORT

COLLEGE DESCRIPTION:

Pueblo Community College is located in a community of approximately 100,000 people. The main campus is located with the city limits of Pueblo, Colorado. The College also has campuses located in Canon City and Cortez, Colorado. Pueblo is characterized by many small businesses and a few large employers, a Hispanic population of over 40% and many blue collar workers. The Workplace Learning project is located at CF&I and at the college's Outreach Studies Division .

BUSINESS PARTNERS:

The training partners are CF&I, Latino Chamber of Commerce and U.S. WEST information services department.

The CF&I has been a major employer in the Pueblo community since 1892. CF&I currently employs 1760 people. CF&I has experienced reorganization and downsizing during the course of this project period. The CF&I site was chosen as the site for training activities. The career center is located five miles from the main campus.

The Latino Chamber of Commerce, a non-profit organization, was founded in Pueblo in 1979. The LCC is governed by an eleven member board of Directors elected by its membership. LCC currently has a membership of over 200 small businesses and large corporations.

The Pueblo division of US WEST employs 119 directory assistance operators. US WEST operators work over 80 different shift schedules.

The intent of the project was to provide basic spelling to the target audience of US WEST. Since prospective personnel must assess at higher level basic skills it became apparent that its training needs called for soft skills or computer literacy.

PROJECT GOALS:

The primary goals of Pueblo Community College are:

- Identify the needs for skills enhancement of the employees of the corporate partners.
- Design a training program to meet those needs and create successful partnerships which will become permanent.
- Provide workplace training to 200 employees of the partner organizations.

DESCRIPTION OF DELIVERY PROCESS:

Company printed materials (i.e quality assurance manuals, newsletters, job descriptions annual reports) were analyzed to help determine readability levels, and skills required for job tasks. Questionnaires were mailed to supervisors of departments and to employees regarding personal goals, course offerings, and schedule requests. The format of classes varied. Traditional classes and workshops were designed to meet the workplace training needs requested by the employees' of corporate partners. Classes were scheduled upon receipt of the survey information provided by the employees. Morning, evening, and weekend sections of classes were offered to accommodate shift changes or traditional work schedules. CF&I, US WEST, and LCC employees signed up for classes by completing a registration form, assessment testing to determine student functioning level and selecting the course of their choice. Learning materials included textbooks, auxiliary handouts, computer-assisted instruction, and audio visual resources. All training was offered on a voluntary basis. Release time was provided for the employees of Cortez Construction Company and Pueblo Community Correction Systems Inc. These two companies are members of the Latino Chamber of Commerce.

EXPECTED/ OUTCOMES ACHIEVED:

Pueblo Community College believes that it has accomplished many of the projected objectives. The most accepted measure of success is the percentage of students who enrolled in the program and successfully completed their individual goals.

1. To provide quality instruction in basic skills, ESL and GED and implement computer literacy and job-specific courses. Ninety-five courses were offered during the project period.
2. Measure and evaluate student outcomes by The Adult Basic Education Test(TABE) and other appropriate testing.
   One hundred ninety-five students were given the TABE pre-test and twenty-two took the TABE post test. Thirty-one chose to take Pueblo Community Colleges' assessment test. A computer literacy assessment is included in the PCC assessment test.

3. Continue to create, revise and expand curriculum to accommodate an expanding population.
   Syllabi were developed and disseminated to the reporting agencies, corporate partners.

4. Work with employees, employers and respective unions to implement the program and expand enrollment.
   The corporate partners assigned representatives for the site monitoring committee with release time. The Latino Chamber of Commerce provided an additional staff

Latino Chamber of Commerce provided an additional staff member to assist with the marketing efforts. LCC announced the classes in their newsletter every other month. CF&I provided information about the program in their company and union newsletters, newspaper. The Board of Water Works, Spanish Peaks Mental Health Center, and Cortez Construction (LCC members) provided staff members for recruitment, dissemination of flyer, brochures, and other pertinent class materials. Course brochures, flyers listing class schedules numerous articles were distributed by union leadership, company officials and various internal staff members of the partner organizations.

5. Raise the basic reading, writing and mathematical skills of this population by on grade level.

   Twenty-nine percent of the students enrolled in the basic skills class increased by a minimum of one grade level.

   Eighteen percent of the students enrolled in the basic skills class increased by a minimum of two grade levels.

6. Stimulate interest in the Basic Skills, GED, and ESL programs at the sites in to increase enrollment by 10 percent.

   The projected enrollment for the project period was 200 students.

   455 were actually served by the workplace learning project.

7. Expand instructional activities to one additional site.

   Forty-nine workshops/classes were held at the Minnequa Career Center located at the CF&I site.

   Seven workshops were held at the Board of Water Works (community Room) member of the Latino Chamber of Commerce.

   One class was held at Cortez Construction, a member of the Latino Chamber of Commerce.

   Thirty four computer literacy classes were held at Pueblo Community College.

   One workshop/class was held at Paramax Corporation located in the Pueblo Industry Park.

PROJECT CONTINUATION PLAN:

CF&I has asked Pueblo Community College to continue to offer classes at the Minnequa Career Center. The college anticipates offering the following:

- GED instructional activities
- Non credit course offerings
- On going assessment testing
- Assistance with the marketing
- Provide specific courses requested by local businesses

The Director of Community Services at the community college will assume the coordination of continued services.

PROJECT LEARNING:

1. Multiple class scheduling patterns were necessary to accommodate the shift workers. This scheduling began to late in the project.

2. Both partners and the college must fully comprehend the mission of the site committee and the overall goal of the project.

3. Expand the start up phase of the project.

4. Communication with the corporate partners, program personnel needs to be on-going and on a consistent time schedule.

5. Invest and prepare an orientation video for employees of corporate partners explaining the goals of workplace training.

6. The success of the project requires more employee involvement, particularly in the areas of course and curriculum design. Small ad-hoc committees comprised of instructors and employees are necessary to monitor training activities.

7. Computer lab at the Minnequa Career Center could accommodate small groups of 4-6 students which limited the computer literacy training on sits. However, the lab became a conducive learning area for homework assignments and on-site, hands-on activities.

8. Successful delivery of instruction is the best marketing tool.

9. Project personnel who are committed to the goals and students of the program. The turnover of staff during the project period had an impact on the program.

Purpose, Background, and the Setting

Write up on history, developments.

HISTORY

Pueblo Community College (PCC) is located in a community of approximately 100,000 people. The main campus is located within the city limits of Pueblo, Colorado. The College also has campuses in Canon City and Cortez, Colorado. The city of Pueblo is characterized by many small businesses and a few large employers, a Hispanic population of over 40% and many blue collar workers. The Workplace Learning Center was located in a building owned by Colorado Fuel & Iron Corporation (CF&I).

A four way partnership was established with Pueblo Community College; CF&I, Latino Chamber of Commerce and US WEST, to provide workplace education and training for their employees. This demonstration project brought PCC personnel together with a staff of major corporations and businesses in the Pueblo community.

The training included 4,092 hours of instruction in basic skills (reading, writing, speaking, and math), goal setting, time management and computer literacy.

The final product included in this project was the development of competency based curricula that can be used to promote in-house training in workplace education for the corporate partners.

PROJECT GOALS

The primary goals of the Workplace Learning Project were:

- Identify the needs for skills enhancement of the employees of the corporate partners.
- Design a training program to meet worker needs and create successful partnerships which will become permanent.
- Provide workplace training to 200 employees of the partner companies/organizations.

The Partners

COLORADO FUEL & IRON CORPORATION

Since 1892, the CF&I Steel Corporation has been a major employer in the Pueblo community. CF&I currently employs 1,760 people and is a major manufacturer of steel, rail, tubular products, wire, nails, and rebar rod iron. The CF&I site was chosen as the central locale for the Workplace Career Center. The learning center was located approximately five miles from the college campus.

CF&I provided a building with three classrooms, an office, office equipment, telephone, security system, office maintenance, and release time to a management level employee. During the course of this project period, CF&I experienced reorganization and downsizing. This company has played a major role in the enrollment of CF&I mill workers.

Since there was a time lapse between submittal of proposal and approval, the first step taken by PCC's project staff was to contact CF&I. Once the partnership was established, CF&I provided a management level staff member to assist with the development of the workplace learning project. The individual assigned to coordinate training activities was CF&I's Manager of Employer Relations.

This staff person was not a member of the original group submitting the Workplace Learning proposal but became very interested in the project. The CF&I manager suggested a meeting with company supervisors, union leaders, and upper management to explain the project goals. The intent was to have knowledgeable personnel to provide information to employees regarding the basic skills classes to be offered at the on-site career center.

Prior to offering classes a needs assessment was conducted. Questionnaires were mailed to supervisors and to employees regarding personal goals and schedule requests. Responses helped the project staff and site committee members identify the courses needed and establish approximate schedules.

To recruit students, the upgrading and training classes were announced in the company newspaper Today and union newsletters. Outreach efforts were conducted through management and union leadership. All classes were offered on a voluntary basis.

Meetings with the supervisors, management, and union leaders the from United Steel Workers of America, Local 2102, were scheduled regularly to provide information and progress updates.

The project staff and a site monitoring committee was established to advise and ensure that all needs were addressed. Classes were scheduled based on the survey information provided by the employees. Traditional eight-week class session were offered in reading/writing and mathematics. As the project evolved, the format of classes varied. Morning, evening, and weekend sections were offered to accommodate shift changes. In addition, "brown bag" workshops and seminars were conducted to benefit new participants.

To sign up for a class, employees completed a registration form, were assessed to determine their skills' level and entered the course of their choice.

During May, June, and July of 1991, the Training Specialist and the college's assessment center staff used company quality assurance manuals and other printed materials to assess the readability levels required of their employees.

The basic skills reading and math instructors used information from company manuals to develop curricula. Job related examples were incorporated in their teaching. Problem solving, team building, life coping skills, self esteem, and content knowledge of the job were also incorporated in the basic skills classes.

At the start of the program, a number of students could not attend because of their work schedules. A variety of materials and workbooks were made available to these participants who made arrangements to gather unit materials or work with the computer-assisted software. Subsequently, a tutorial computer lab was established a the center for individualized learning.

The lab had a variety of learning materials including textbooks, auxiliary handouts, computer-assisted exercises, and audio-visual resources. All training was on a voluntary basis.

One hundred seventy-eight (178) employees indicated an interest to participate in the program. This number represents 38 percent of the total number participants. One hundred and twenty-five students or 71 percent were given the standardized Test of Adult Basic Education (TABE) pre-assessment soon after they registered for the program. Two or 1 percent chose to take the colleges' assessment test.

Forty-two participants or 24 percent enrolled in the basic skills classes.

The learning gain for CF&I employees in reading ranged from a minimum of one (1) grade level to a maximum of ten (10) grade levels and from a minimum of one (1) grade level to a maximum of eight (8) grade levels for mathematics.

One hundred-eight or 61 percent enrolled in other workplace training such as self-improvement workshops. Twenty-eight chose not to enroll in classes.

For CF&I employees training activities included 2,657 hours of instruction. Employees participating in the training were primarily white (58 percent).

Ethnicity	Number of Students
White	102
Hispanic	64
Black	3
Asian	5
Other	4

The age for CF&I employees ranged from twenty-four to sixty-four years. One hundred forty-two or 80 percent of the participants were male. Thirty-six or 20 percent were female.

US WEST

The Pueblo division of US WEST Communications employs 119 directory assistance operators. US WEST operators work over 80 different shift schedules. The intent of the project was to provide basic spelling to this target audience, but prospective personnel must perform at higher level basic skills. Soft skills and/or computer literacy were added to the training plans.

To implement its training program, US West provided two staff members: one employee was from management, and the other was a union representative from the Communication Worker's of America, Local #7702. These staff members provided company supervisors, management, and participants with information about workplace education. US WEST promoted the program via internal publications. Eye-catching flyers were distributed along with course descriptions and class schedules.

Under this partnership, a training program was to be implemented on site. As with the other partners, meetings were held with management and union leaders. As meetings occurred, we discovered that 1.) access to the company site was not as readily available as proposed in the original grant, 2.) directory assistance personnel need to function at a higher level in order to be employed by the company, and 3.) the employee training needs varied from the supervisor needs.

Also, since employees worked over 80 different shifts, scheduling became a challenging issue. The original plan stated that US WEST would identify workers for the training, schedule classes, and provide release time to the participants. However, employees were reluctant to enroll in classes because of their disparate work patterns. Several classes were offered at the company, but there was low participation. The site committee, project personnel, and company staff struggled to provide the training at US WEST. We quickly learned voluntary participation off site was necessary to meet the workers training needs. Employee's preferred to attend classes on their day off at the CF&I Career Center.

Prior to the beginning of classes, the project Training Specialist was housed on site. Interviews with company workers were conducted, questionnaires were completed and company materials were analyzed. Employees' suggestions or recommendations for course development were used to expedite the progress of the US WEST training activities. Several academic courses were recommended, planned, and offered.

Based on further recommendations, it was decided that pre- and post-assessment of the employees be done at the Minnequa Career Center. Gradually the US WEST workers were attending classes at the Minnequa Career Center. Consolidation of classes brought positive results because it allowed interaction between employees of different companies.

US WEST supplied personnel, various documents, and materials for use by the project staff to promote the customized classes to their employees.

As previously stated, the project plan called for providing workplace training for directory assistance operators. US WEST has 119 operators. Twenty-nine (29) enrolled in the project. This number represents 6 percent of the total number of students in the workplace training. Although the number of students enrolled was small, twenty-nine individuals represent 25 percent of the US WEST directory assistance operators.

Twenty-three or 79 percent of the students were given the standardized Test of Adult Basic Education (TABE) pre-assessment soon after they registered for the program. None chose to take the college's assessment test. Of this number, only one (1) was below the 6th grade level.

Fifteen or 52 percent of the operators enrolled in the basic skills classes.

During the project period the average learning gain for reading was 1.5 grade levels, and 1.5 grade levels for mathematics. The data collected were based on the employee's (TABE) pre- and post-assessments.

Eleven or 38 percent enrolled in other workplace training which included computer literacy, personal enrichment workshops, and the Spanish class. Twelve (12) employees chose not to enroll.

For US WEST participants training activities included 351 hours of instruction. Employees participating in the training were 48 percent Hispanic.

Ethnicity	Number of Students
White	12
Hispanic	14
Black	1
Asian	0
Other	2

The age for US WEST employees ranged from twenty (20) to forty-six years with an average age of thirty six. Twelve or 11 percent participants were male. Twenty-seven or 89 percent were female.

LATINO CHAMBER OF COMMERCE

The Latino Chamber of Commerce (LCC), a private not for profit corporation, was founded in Pueblo in 1979. The Latino Chamber is governed by an eleven member board of Directors elected by its membership. The LCC currently has a membership of over 200 small businesses and large corporations.

The original plan proposed training for employees of the Latino Chamber of Commerce, particularly in the south quadrant of Pueblo. Meetings were held with the Board of Directors of the LCC. The President of the LCC was the initial contact person until representatives were identified to serve on the site monitoring committee. The Latino Chamber of Commerce and the project staff soon discovered they had no employees for the training. The Latino Chamber of Commerce structure consisted of volunteer business leaders. The LCC had a membership of various businesses and companies comprised of many employees. This group became the target population to be served.

To keep pace with the other partner participation, LCC assigned their clerical staff to assist with the promotion of the workplace learning project. The Latino Chamber of Commerce staff members assisted with the recruitment, dissemination of flyers, and marketing. The LCC announced the classes and wrote articles in their newsletter Noticias every other month. To ascertain information about employee areas of interest, questionnaires were included in their newsletter and mailed to all members of the LCC. Printed materials pertaining to the Workplace Learning Program were included in prospective membership packets. The Training

Specialist was invited to give formal presentations at the monthly luncheons.

The student enrollment procedure was the same for LCC workers as with the other partners. The LCC employees signed up for classes by completing a registration form and were assessed to determine their functioning level. They selected their courses.

The format of classes varied. Traditional eight-week sessions and workshops were designed to meet the workplace training needs requested by the LCC employees.

Because of the interest generated from the LCC members, scheduling of the employees for training was undertaken by several staff members at each participating company. The Board of Water Works, Pueblo Community Corrections Systems Inc., Paramax, Spanish Peaks Mental Health Center, and Cortez Construction assigned staff members as facilitators for employee participation.

Each of these companies provided their facility for on-site classes. For example, "Brown Bag" lunch seminars were held in the community room at the Board of Water Works. Pueblo Community Corrections Systems Inc. extended assistance by providing a conference room for registration and assessment testing, Paramax offered a conference room for registration, assessment and an evening class. Spanish Peaks Mental Health Center provided a conference room for registration and assessment testing. Cortez Construction provided a conference room for registration, assessment testing and a Friday afternoon class.

All training was offered on a voluntary basis with release time provided for the employees of Cortez Construction Company and Pueblo Community Correction Systems Inc.

The original proposal identified the Latino Chamber of Commerce as the primary partner. It was not anticipated that a number of other small and large companies members would become actively involved in this project.

A listing of the LCC corporation's and businesses' employees enrolled in the classes are as follows:

Company	No. of Students
Total Terrain	2
Paramax	60
Spanish Peaks Mental Health Center	23
PDQ Printing	3
Cortez Construction	10
YMCA	1
Board of Water Works	59
Pueblo Community College	43
Kaiser AeroSpace	2
Pueblo District 60	2
Pueblo Community Correction Systems Inc.	8
Pueblo Housing Authority	5
Steel City Agencies	1
McDonnell Douglas Astronautics	1
Pueblo County Board of Disabilities	2
KRMX Radio	1
Pueblo County Employees	15
WestPlains Energy	1
Pueblo County United Way	2
Colorado National Bank	2
Minnequa Bank	2
Target Warehouse	1
Pueblo Villa Towers	1
Latino Chamber of Commerce	2

Two hundred and sixty (260) Latino Chamber of Commerce members enrolled in the project. This number represents six percent of the total number of students in the Workplace Learning Project.

Forty-seven or 19 percent of the students were given the standardized Test of Adult Basic Education (TABE) pre-assessment soon after they registered for the program. Twenty six or 1 percent chose to take the colleges' assessment test. Of this total number, seven (7) were below the 6th grade level.

Eight or 3 percent of the employees enrolled in the basic skills classes.

The average learning gain for reading was two (2) grade levels and two (2) grade levels for math. The data collected were based on the employee's (TABE) pre- and post-assessments.

One hundred and ninety-nine or 77 percent enrolled in workplace training which consisted primarily of workshops or seminars. Sixty-one (61) individuals chose not to enroll in the classes.

For the Latino Chamber of Commerce participants' training activities included 1,084 hours of instruction. Employees participating in the training were 57 percent white.

Ethnicity	Number of Students
White	147
Hispanic	95
Black	6
Asian	2
Other	10

The age for the Latino Chamber of Commerce employees was from 18 to 63 years with an average age of twenty-nine (29). One hundred and fifty-five (155) or 60 percent of the participants were female. One hundred and five (105) or 40 percent were male.

Achievements

Four hundred and sixty-seven (467) employees of the partner corporations took courses from June 1991 to August 1992. This number represents 267 or about 133 percent more than originally proposed.

Pueblo Community College believes that it has accomplished many of the projected objectives. The most accepted measure of success is the percentage of students who enrolled in the program and successfully achieved their goals.

The Workplace Learning Project staff were required to submit goals and objectives for accountability purposes. They are as follows:

1. To provide quality instruction in basic skills, ESL and GED and implement computer literacy and job-specific courses.

   Ninety-five (95) courses, workshops and seminar sessions were offered during the project period.

2. To measure and evaluate student outcomes by the Adult Basic Education Test (TABE) and other appropriate tests.

   One hundred and ninety-five (195) students were given the TABE pre-test, and twenty-two took the TABE post-test. Twenty-eight (28) chose to take the Pueblo Community College assessment test. A computer literacy assessment is included in the PCC assessment test.

3. To create, revise, and expand curricula to accommodate an expanding population.

   Twenty-one (21) course syllabi were developed and disseminated to the reporting agencies and corporate partners.

4. To work with employees, employers, and respective unions to implement the program and expand enrollment.

   The corporate partners provided release time to assigned representatives who served on the site monitoring committee. US WEST and CF&I disseminated information about the program in their company newspapers and union newsletters. The Board of Water Works, Paramax, Spanish Peaks Mental Health Center, and Cortez Construction (LCC members) provided staff members for recruitment, dissemination of flyers, brochures, and other pertinent class materials. Course brochures, flyers listing class schedules, and numerous articles were distributed by union leadership, company officials, and various internal staff members of the partner organizations.

5. To raise the basic reading, writing, and mathematical skills of this population by one grade level.

   Twenty-nine percent (29%) of the students enrolled in the basic skills class increased their skills in reading/writing by a minimum of one grade level.

   Eighteen percent (18%) of the students enrolled in the basic skills class increased their skills in mathematics by a minimum of two grade levels.

6. To stimulate interest in the Basic Skills, GED, and ESL programs at the sites and to increase enrollment by 10 percent.

   The projected enrollment for the project period was 200 participants.

   Four hundred and sixty-seven workers were actually served by the workplace learning project.

7. Expand instructional activities by one additional site.

   Forty-nine (49) workshops/classes were held at the Minnequa Career Center located at the CF&I site.

   Seven (7) workshops were held at the Board of Water Works Community Room, a member of the Latino Chamber of Commerce.

   One (1) class was held on site at Cortez Construction, a member of the Latino Chamber of Commerce.

   Thirty-four (34) computer literacy classes were held at Pueblo Community College.

   One (1) workshop was held at Paramax Corporation located at the Paramax site.

Most basic skills classes were open entry/open exit. The basic education classes were held twice a week, with each class meeting 2 to 3 hours. Traditional classes were scheduled on an eight week cycle. Workshops were designed for an hour per session for a week. Employees attended classes on their own time.

Roles of Partners

Company: Assisted in employee and company needs assessment, determined site specific goals and objectives, curriculum development, promotion of the program, recruitment of employees for classes, and data collection. Provided feedback for evaluation purposes. Representatives served on site monitoring committee.

Union: Provided publicity, assisted with employee recruitment Representatives served on site monitoring committee.

College: Staff developed, implemented, and monitored project; assisted partners with determining sites, specific goals, and objectives; established and worked with the site monitoring committee.

Contributions

Company: Facilities for classes, recruitment, assessment testing, management level and union representation for site monitoring committee and Statewide Advisory Council which included release time, office equipment, and security for the building. and materials for recruitment which included printing or copying. Articles in the company newspaper or newsletters and clerical support were also provided.

Union: Representation on Site Monitoring Committee, Statewide Advisory Council and Curriculum Committee; articles in the newsletters, recruitment of employees.

College: Provided project staff to include the Vice President of Instruction, director, and secretary of Outreach Studies and secretary for Vice President, representation on Statewide Advisory Council, and computer classrooms.

Evaluation

To conduct the internal evaluation, data was collected from participants upon training completion. Students who participated in the internal evaluation rated the classes as "very successful". One student with a third grade reading level felt much better about himself because he was able to raise his reading level by five grades.

None of the students needed the basic skills courses to pass any immediate company examination, but they all felt that the improvement in their reading, writing and math skills was important for their personal enrichment.

The significance of the Workplace Learning Project is best summarized by the students who took courses. According to the student feedback form, some of their comments are as follows:

> Great program! I plan to continue the DOS and Lotus classes.
> Thanks, Paul A.N
>
> This Math class has been one on one what else could you ask for?
> Unknown
>
> I enjoyed the Windows seminar very much. I learned a lot on the system and how it works. The class showed me all the different ways of moving around from one program to another.
> C. Sutton
>
> I would like everyone to know... I am learning a great deal and am having the time (sic) life. I have a great feeling of self worth from these classes.
> J. Graziano
>
> The program that has been established to help the employees of the various businesses has indeed been an advantage.
>
> Charlene O.

Summary of student feedback:

Program developed:
Eighty-seven percent (87%) rated their satisfaction with the instructor teaching and subject of material as "excellent".

Seventeen percent (17%) rated their satisfaction with the instructor teaching and subject of material as "very good."

System developed for accountability:
Forty-five percent (45%) rated the quality of instruction as "very good."

Fifty percent (50%) rated the quality of instruction as "good."

Five percent (5%) rated the quality of instruction as "fair."

Sixty-four percent (64%) indicated the courses or program met their needs.

Forty-five percent (45%) indicated they took the classes for improvement of existing job skills.

Thirty-six percent (36%) indicated they took the classes for personal interest.

PROJECT LEARNINGS:

1. Multiple class scheduling patterns were necessary to accommodate the shift workers. This scheduling began too late in the project.
2. Partners and the college must fully comprehend the mission of the site committee and the overall goal of the project.
3. Expand the start up phase of the project.
4. Communication with the corporate partners, program personnel needs to be on-going and on a consistent time schedule.
5. Invest in and prepare an orientation video for employees of corporate partners explaining the goals of the workplace training.
6. Require more employee involvement, particularly in the areas of course and curriculum design. Small ad-hoc committees comprised of instructors and employees are necessary to monitor training activities.
7. Use of the lab at the Minnequa Career Center could accommodate small groups of 4-6 students which limited the computer literacy training on site. However, the lab became a learning area for homework assignments and on-site hands-on activities.
8. Delivery of instruction is the best marketing tool. Employee satisfaction helps increase enrollments in course offerings.
9. Identify project personnel who are committed to the mission, goals and students of the program. The turnover of staff during the project should be avoided.

Biographies

Eleanor Smith - Technical Specialist: Coordinated the project services with the partner corporations. Prior to the project leader position, was instructor at Trinidad State Community College in Speech and Communications department. Educational background includes a masters in

Juanita Fuentes - Instructional Aide: Assisted with the coordination of pre assessment testing at US West, data entry, curriculum development. She is the Coordinator of PCC's community based literacy centers. Educational background includes an Associates in Business and Office and five years experience in adult basic education and literacy programs. Currently working towards a bachelors degree in Business Management. She will be responsible for the continuation of workplace training after expiration of the project.

Laura Griego - Instructional Aide: Responsible for coordination of assessment testing at PCC, Minnequa Career Center, Paramax, Spanish Peaks Mental Health Center, Cortez Construction and Pueblo Community Correction Systems Inc. Assisted with the scheduling of courses, recruitment of employees from various companies, worked closely with company staff to facilitate student enrollment into classes. Responsible for the data collection as pertained to students. Previous experience was with the Adult Basic Education Program at Pueblo Community College as Instructional Aide. Assisted with student recruitment, data entry, and worked closely with the instructors of the ABE program.

Merlin Vice - Curriculum Specialist: Developed the Workplace Learning curriculum in conjunction with the instructors of the project. Previewed courses textbooks, company manuals and printed materials, assessment instruments and facilitated instructor and company input into the development of syllabi. A retired Dean of Technical Trades Division and has had over twenty years in the community college system. Educational background includes a Master's in Administration and Supervision. In addition to the curriculum development for the project, he developed curriculum for the Adult Basic Education Program, Drafting, and Media Technician Departments at PCC.

Donna Alber - Goal Setting Instructor: Assisted with the development of curriculum. A Case Manager at Parkview Hospital. Previous Director of the Crisis Shelter at the YWCA. Has taught several personal enrichment courses for this target population. Educational background includes a Master of Arts in Psychology/Agency Counseling.

Biographies (Cont.)

Alfred Alvarado - Intro to PC, Lotus and Wordperfect Instructor: Was an instructor during the beginning of project. Left for another position out of Pueblo. Taught eight week courses at Pueblo Community College and workshops at the Minnequa Career Center. Worked for CF&I in the computer services department.

Terry Avery - Word Perfect Instructor: Taught eight week courses in Word Perfect at Pueblo Community College. Assisted with the development of curriculum. Has taught courses for Pueblo Community College in the Arts, Business and Communications Division and Outreach Studies. She is the Supervisor of the college's Word Processing Center and print shop.

Mark Evans - Intro to PC and Micro Soft Windows Instructor: Taught eight week courses at Pueblo Community College and workshops at the Minnequa Career Center. Assisted with the development of curriculum. Has taught non credit courses for Outreach Studies. Operates own business as tutor in basic skills and computer literacy.

Linda Coats - Retirement/Estate Planning Instructor: Taught "Brown Bag" seminars at Board of Water Works and Minnequa Career Center. Prior to the project was Director and Instructor of the Health Division at Pueblo Community College. Currently employed as a financial planner.

Roy Hipp - Lotus Instructor: Taught eight week courses at Pueblo Community College. Has taught courses for Pueblo Community College in the Outreach Studies Division. Currently is part time Mathematics Instructor at the Northwest Learning Center. He is a case manager with the Pueblo City Health Department. Master of Arts degree in Vocational Rehabilitation Counseling.

Cindy Graham - Reading/Writing Instructor: Taught eight week courses at the Minnequa Career Center. Has taught courses for Pueblo Community College in the Arts, Business and Communications Division and in the Outreach Studies Division at the Bradford Cooperative Learning Center. Assisted with curriculum development. She is an Instructor for JTPA. Has taught employability skills, GED preparation, and adult basic skills for Pueblo County Job Training. Master of Education in Reading.

Ron Martinez - Mathematics Instructor: Taught eight week courses at Minnequa Career Center. Has taught courses for Pueblo Community College in the Outreach Studies Division at Bradford

Biographies (Cont.)

Cooperative Learning Center, Adult Basic Education Program (community corrections facilities) and County Learning Center. Assisted with curriculum development. He is an instructor for Pueblo school District # 60. Bachelor of Arts degree in Elementary Education.

Carolyn Jones - Mathematics Instructor: Taught eight week courses at Minnequa Career Center. Has taught courses for Pueblo Community College in the Arts, Business and Communication Division. Assisted with curriculum development. Previously worked with Pueblo school District # 60 for twenty years as a teacher. Degree in Mathematics.

Jim Poole - Money Management Instructor: Taught the workshops at Paramax, Board of Water Works, and Minnequa Career Center. Has taught courses for Pueblo Community College in the Outreach Studies Division. Self employed as a Financial Consultant.

Ed Shuey - Safety Maintenance in the Workplace Instructor: Taught the six week course at Cortez Construction. Has taught courses for Pueblo Community College in the Business and Industry Division. Bachelor of Arts in General Science.

Eli Massey - Wordperfect, Intro to PC, Office Simulation Instructor: Taught eight week courses and workshops at Pueblo Community College. Has taught courses for Pueblo Community College in the Outreach Studies Division. Degree in Computer Information Systems.

Local Site Advisory Committee

The Site Monitoring Committee was comprised of the following:

Diane Baker - Chairperson, US West representative: Scheduled committee meetings, assisted with recruitment, assessments, publicity and served as facilitator at company site. Provided approximately over 600 in-kind hours.

Luci Ann Todero, US West representative: Served as liaison between company union, assisted with recruitment, assessments, and publicity. Provided approximately over 40 in-kind hours.

Steve Sturm, CF&I representative: Served as liaison between management, assisted with recruitment, assessments, publicity, setting up the building and served as facilitator at company site. Provided over 800 in-kind hours.

Bob Bernal, CF&I representative: Served as liaison between company union, assisted with recruitment, assessments, and publicity. Served on the Curriculum committee. Provided approximately over 60 in-kind hours.

Tony Pacheco, CF&I representative: Served as liaison between company union, assisted with recruitment, assessments, and publicity. Provided approximately over 30 in-kind hours.

Gary Olmstead, Latino Chamber of Commerce, representative: Served as liaison between LCC members, assisted with recruitment, assessments, and publicity. Provided approximately over 15 in-kind hours.

Al Gurule, Latino Chamber of Commerce, representative: Served as liaison between LCC members, assisted with recruitment, assessments, and publicity. Provided approximately over 15 in-kind hours.

III. B. 5. Pikes Peak Community College & Digital Equipment Corporation and Hewlett Packard

PIKES PEAK COMMUNITY COLLEGE PROJECT DESCRIPTION
FINAL REPORT

COLLEGE DESCRIPTION: Pikes Peak Community College is located in Colorado Springs, a city of 400,000-plus, and has an economic base built on high tech industries, tourism, non-profit organizations, defense contractors, and the military. The college, established in 1967, maintains four campuses throughout the Colorado Springs area serving the populations of El Paso, Teller, and Elbert counties, as well as maintaining satellite programs at the various military bases located in the region. The grant is housed in the division of Industrial Relations and Economic Development located at college's Commerce Center facility, a corporate training and education center.

BUSINESS PARTNERS: The college's business partners for this grant are the Colorado Springs division of Hewlett Packard and the Colorado Springs division of Digital Equipment Corporation, two high tech companies, which have undergone downsizing and reorganization during the course of the grant.

The Colorado Springs division of Digital Equipment Corporation has been a major employer in the Pikes Peak region since 1977. The division currently employs 2900 people and has a large manufacturing and engineering population that produces computer disk storage devices and controllers for large computer center operations as well as desk top work stations. Products are imported and exported throughout the world at this site. A significant portion of DEC's Colorado Springs operation is designed to support all U.S. customers for hardware and software problems via telephone. Customer support centers constitute more than half of DEC's Colorado Springs business operations. The target population for the grant was originally centered in the logistics group, a group of approximately 100 people.

The Colorado Springs division of Hewlett-Packard, established in 1962, currently employs 1,000 of the 1,500 people located at the Southern Colorado site. The division produces micro circuits, oscilloscopes, logic analyzers, logic development systems, and operating systems and application software. Products are shipped throughout the world from this site. The target population for the grant was the manufacturing organization, a group of 331 employees.

PROJECT GOALS: Pikes Peak Community College's original goals were to create a model for the development and delivery of workforce related training and to develop a workforce specific curriculum regarding basic skills and universal job skills that would increase productivity and create a readiness for cross training.

DESCRIPTION OF DELIVERY PROCESS: Every effort was made to follow the Workplace Learning Program Process as closely as possible. At DEC the program adhered to the Workplace Learning Program Process; although involving DEC in the curriculum development process was only minimally successful.

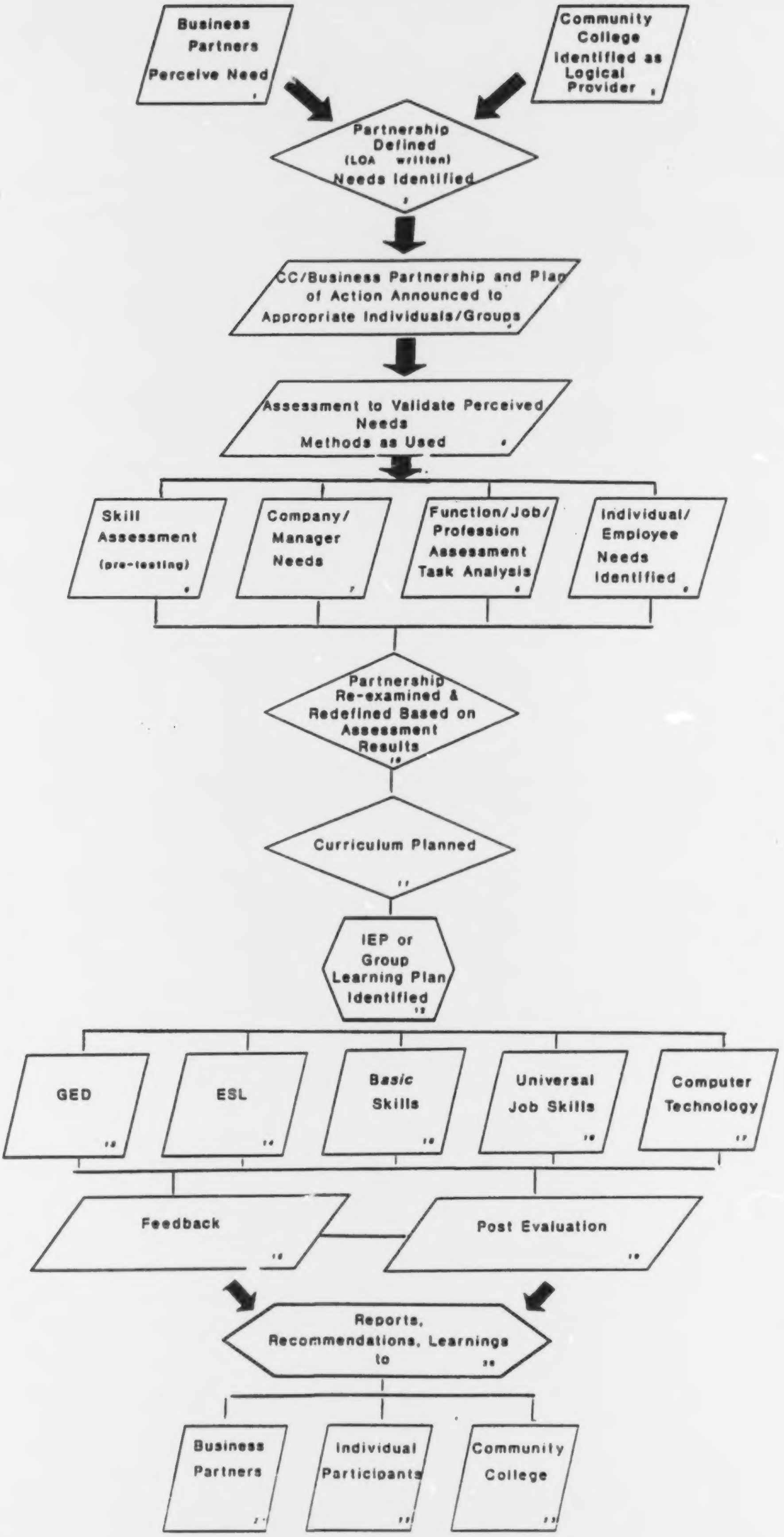
At HP a private consultant came in and did task analysis regarding basic skills prior to the start up of the grant. In fact, basic skills testing, using the PPCC placement exam, had been done for most of the participants prior to the start of the grant, and employees had learning plans in place. What the grant did was to pick up where the consultant left off. Stragglers for basic skills testing were picked up, and a plan was implemented to assess individuals regarding their attitudes towards team work, a universal job skill. HP made a concerted effort to work with the college as a partner in curriculum development for team skills for their employees.

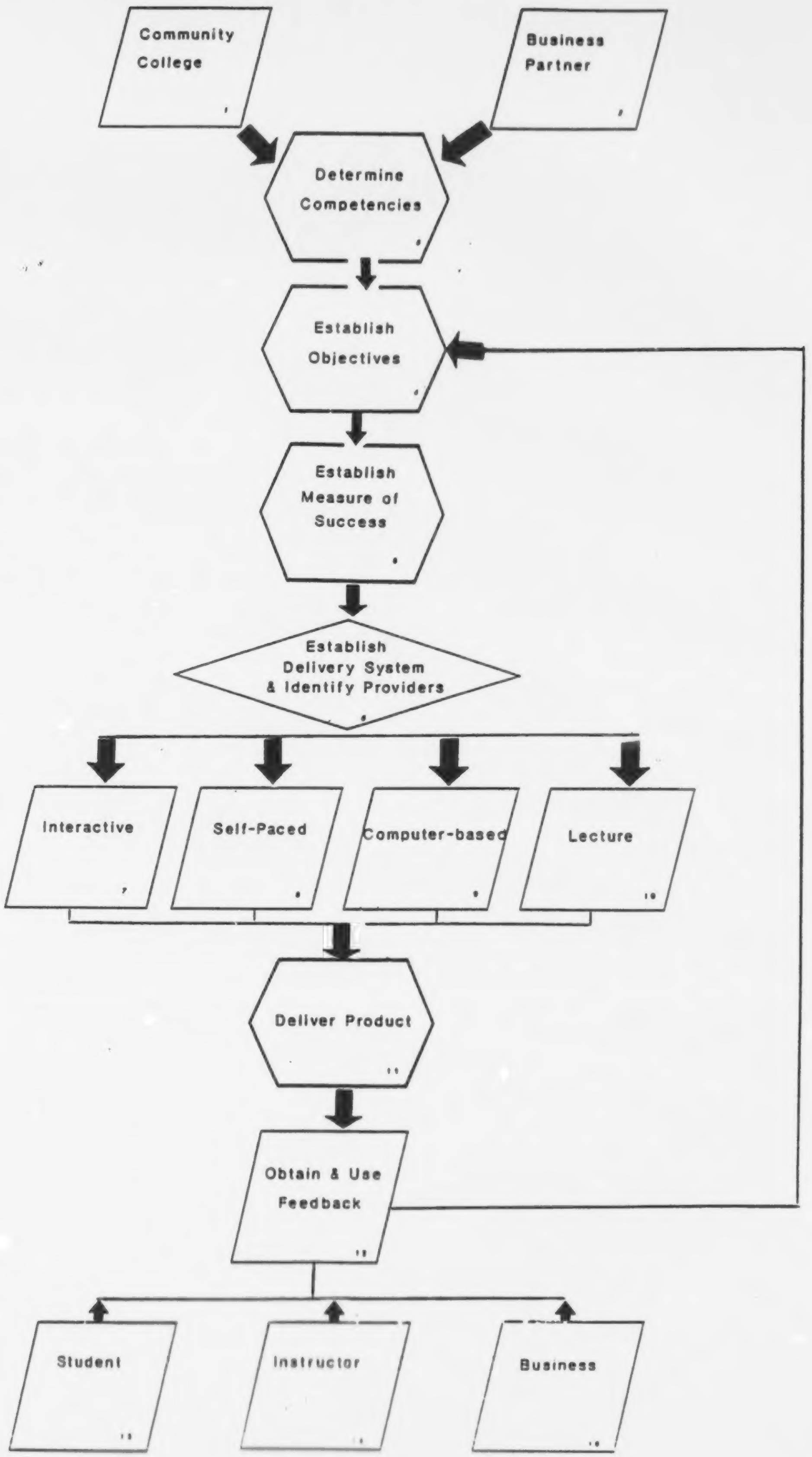
Basic skills classes were offered to both DEC and HP employees on a joint basis at Commerce Center after work hours. Team development activities at HP were done on company time.

Since this site chose to use the Workplace Learning Program Process as closely as possible, PPCC would now be in favor of making some modifications to the process.

The accompanying notes are for the model on p.__

1. Unions are perceived as business partners as well.
2. The college is identified as the provider.
3. Needs are identified and a plan of action developed that states desired results, identifies appropriate assessment steps, and who should be informed.
4. Plan of action announced to appropriate individuals/groups.
5. Assessment validates/invalidates perceived needs.
8. Task analysis should include all that are appropriate.
10. Partnership expectations are reexamined and redefined based on assessment results.
12. Depending on what is most appropriate, either individual or group learning plans could be used at this stage depending on what is most appropriate.


Business Partners Perceive Need
Community College Identified as Logical Provider
Partnership Defined (LOA written) Needs Identified
CC/Business Partnership and Plan of Action Announced to Appropriate Individuals/Groups
Assessment to Validate Perceived Needs Methods as Used
Skill Assessment (pre-testing)
Company/ Manager Needs
Function/Job/ Profession Assessment Task Analysis
Individual/ Employee Needs Identified
Partnership Re-examined & Redefined Based on Assessment Results
Curriculum Planned
IEP or Group Learning Plan Identified
GED
ESL
Basic Skills
Universal Job Skills
Computer Technology
Feedback
Post Evaluation
Reports, Recommendations, Learnings to
Business Partners
Individual Participants
Community College


Community College
Business Partner
Determine Competencies
Establish Objectives
Establish Measure of Success
Establish Delivery System & Identify Providers
Interactive
Self-Paced
Computer-based
Lecture
Deliver Product
Obtain & Use Feedback
Student
Instructor
Business

EXPECTED OUTCOMES AND OUTCOMES ACHIEVED:

Model developed	Expected	Achieved
Workplace curriculum developed	Expected	Achieved but needscontinued work
Demonstrates skill gains	Expected	Not always documentable
Successful completion	Expected	Not 100%
Better utilization of company resources	Expected	Varies
Identify shortcomings in policy	Expected	Achieved
CC develops more assessment focus	Expected	Achieved
Cross disciplinary cooperation	Expected	Much Room for Improvement
Creativity	Expected	Achieved to some extent
Change business operating behavior	Not expected	Minor changes
Fulfill partnership	Expected	Achieved
Initiative continues	Expected	Intent to do so
Model geographically across state	Expected	Available to be used
Share resources and dialogue	Expected	Project OK Colleges poor
Additional training involvement	Expected	Partially achieved

Willingness to commit more to program	Expected	Partially achieved
Personal Growth	Expected	Unknown at this time

PROJECT CONTINUATION PLAN:
Pikes Peak Community College is working on the development of a Workforce Development Institute which will consist of five centers:

1) The Leadership Center which will focus on the assessment and development of skills of those in a leadership role.
2) The Career Center which will assess individuals in terms skills, knowledge, values, preferences regarding career development as well as provide training and counseling in the areas of career planning, job search and outplacement.
3) The Skills Center which will offer such services as task analysis, readability studies, assessment of individuals basic skills, and skill training through the use of regular college courses, courses adapted to workplace specific materials, customized courses and seminars, and/or computer based training. The training will be provided at Commerce Center or at the employer's location.
4) The Team Center which will provide assessment services and training to companies who have established or are working to establish a team environment.
5) The Services Center which will provide training and development resources, consulting and guidance services for companies who want to do "self help" activities as well as staff assistance, conference sponsorship and a student support reference center.

The Institute will be housed at Commerce Center, the college's corporate training and education center. It is also the college's intent to hire a full time Workplace Learning Specialist who would take care of the Skills Center and expand the work of this grant beyond the two original participants to other companies in the Colorado Springs area.

Hewlett Packard will continue to set basic skills standards and competencies for all employees to meet and attain on their own time. Team development activities will continue during company time, and HP will continue to commit financial and management resources to the plan developed under the grant. The company will continue to work with the college to provide services where possible and feasible.

At DEC, the 8X group has developed a written policy statement regarding basic skills requirement for all their employees. However, the 8X group's work is being moved to California. Current plans for continuation are unclear as the Colorado Springs DEC facility continues to undergo downsizing and reorganization as of the writing of this report. It is hoped that DEC's effort will continue either with the Small Form Factors manufacturing segment or with a new regional distribution center that may be housed in the Colorado Springs division.

PROJECT LEARNINGS:

1. You must have the active support of upper level management in both the business partners and the college as well. This was the case at HP and there was much better response, support, and participation. This was not the case at DEC and the college, and the going was much tougher within these two organizations.

2. Companies must be willing to take a stand and set levels of expectation regarding basic skill competencies; this policy needs to be reflected in their evaluation and compensation plans. While some individuals will do this voluntarily on their own time and for their own personal growth and development, expecting this behavior of a majority of employees is naive and wishful thinking on a company's part.

3. Curriculum development with the company as a full partner in the process takes much more time than doing it without their input. However, a higher quality product, greater customer satisfaction, and internal commitment is the result.

4. Colleges must have greater cross divisional support and be willing to work across division on projects of this type. Grants of this nature are awarded to the entire college not just one division within the college and should be treated as such.

5. Continuity of key college personnel is crucial. Adjusting to the loss of two project leaders over the course of the grant did impact productivity.

6. The need for up front planning for multiple sites is key. While it may appear that much is not happening at start up, it would ensure greater quality, more cohesiveness, and less general confusion in terms of what is to be done and what is actually going to be measured. Having the external evaluator on board from day one would also have been very helpful because the evaluation plan could have been built in from the very beginning. The dictating of starting dates for classes by the U.S. Dept. of Education is also not helpful. This occurred at a critical time (just as we were getting ready to start the curriculum development phase) at our site. As a result, curriculum development was impacted.

7. The college may need to examine their current, required placement levels for college course work. Are these levels high enough? Or should the current Developmental Studies classes that Pikes Peak Community College offers be strengthened? Are we sending a quality product out into the workplace? The college should consider requiring a higher level of basic skills for its graduates. The idea is to train people beyond the level of where they are expected to function independently in the workplace. Do we as educators even know what that level of independence should be? Has the education establishment even checked with the world of work recently to see what the current needs are? Are those needs being built into our curriculum in a timely manner? If not, what can we, as educators, do about this?

8. Employees seemed to respond positively to the college's role in this project. The perceived neutrality of the college was a positive factor at both worksites.

9. Colleges have much to offer in the way of assessment, learning theory, and the delivery of training that is of value to business. Business has much to offer to education regarding the current needs of the workplace. Our communities offer many resources that are, as yet, untapped. Business, education, and the community must continue to work together in new and different partnerships if we, as a country, are to remain competitive in a global marketplace. To quote Jan Brinson, "If we do what we've always done, then we will get what we've always gotten, and that simply isn't good enough any more."

10. The current trend in workplace learning favors a functional context based approach. However, one must ask the question; does always making transfer of learning for a participant do that individual a greater disservice in the long run in terms of developing critical thinking skills? By performing the transfer of learning for the participant, are we trying to spoon feed learning at the expense of critical thinking? Will this allow our nation to develop a workforce that has the ability to think critically? Workplace oriented learning does have its place, but this is an issue that may need to be addressed.

11. Currently the model we are using produces results that are effective on a case by case basis. However, how applicable are these materials/programs to other companies? Is the model we are using going to be cost effective to business/industry as a whole without government funding in our current/future economic environment?

SITE ADVISORY COUNCILS:

Digital Equipment Corporation: The site advisory council at DEC was composed of the purchasing and logistics managers whose groups were involved in the project. This council was responsible for determining which basic skills courses would be offered and where the concentration (in terms of subject matter) would be focused. The council was active through December of 1991. Reorganization of the DEC Colorado Springs Division resulted in the members of the council being split into separate businesses thereby making it more difficult for the council to function. The decision was made to focus grant efforts with one manufacturing segment instead of trying to work and coordinate with all four segments. Work was then started with the 8X group on developing a policy statement regarding basic skills for this manufacturing group. This group initially was comprised of coaches from the various 8X teams. Later on in the process representatives from the various teams were brought in to work with the coaches. With the moving of the 8X group's work to California, all work around the policy statement and incorporation of that policy into evaluation and compensation plans has come to a halt.

Hewlett Packard: The steering committee at HP was formulated in November of 1991. The group's primary concern was to oversee activities related to the grant. Since DEC was concentrating on basic skills activities, HP decided to focus their efforts in a universal job skill area. Team development was the area selected for concentration. The steering committee was originally composed of managers and supervisors. Initially the group was very active in selling the concept to the rest of the manufacturing organization. Participation in team development was done on a voluntary basis with about 224 of 331 individuals (24 teams) volunteering to participate. The rate of participation exceeded the steering committee's expectations by well over 100%. Once the teams had volunteered to participate, a design team was then put into place. The design team was composed of one manager and 10 other employees representing a cross section of the organization. The design team continues to be a very active group and is overseeing all aspects of the team development process within the manufacturing organization. The design team continues to report its activities to the steering committee which continues to oversee all aspects of grant related activities.

BIOGRAPHIES OF KEY PPCC GRANT PERSONNEL:

DEBORAH GRANDIA serves as Pikes Peak Community College's project leader for the National Workplace Learning Grant. She has been responsible for conducting and coordinating basic skills assessment, task analysis, and curriculum development for the college's business partners, Hewlett Packard and Digital Equipment Corporation. Additional responsibilities have included administering the budget, purchasing software, supervising instructional staff, and coordinating activities among the grant partners and other community resources.

Ms. Grandia has been involved in workplace learning since 1985, and has taught adults in a variety of learning situations. She has had prior workplace learning experience as an instructor for the United States Air Force's Individualized Developmental Educational Assistance Program at both Maxwell Air Force Base and Gunter Air Force Station. At Davis Monthan Air Force Base, Ms. Grandia was responsible for instituting a leaning lab to increase retention rates of Air Force personnel taking developmental studies classes from Pima Community College. Ms. Grandia has M.Ed. degrees in reading and institutions of higher education from the University of Northern Colorado and University of Texas at San Antonio respectively.

SHERRY HERMANN serves as the grant's administrative secretary.

Her primary responsibilities include maintaining the grant's demographic data base, preparing graphics for presentations, working on special grant related projects, as well as providing administrative support for the general day to day running of the grant. Ms. Hermann also serves as the administrative secretary to the grant's project director, Marianne Billington. Ms. Hermann has as A.A. degree in computer information technology from Pikes Peak Community College.

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BETTY ARMSTRONG has a M.A. from the University of Colorado. She developed and delivered the Understanding Your Team Module.

SUSAN ATCHISON-DAY has a Ph.D. in Human Resource Development from Western Michigan University. She taught the Technical Writing and Interpersonal Communications classes for the grant.

RAYMOND BARROWS has a M.A. in Public Administration from Golden Gate University. He taught Career Planning for the grant.

THOMAS BLAGG has a M.A. in English from Indiana University. He designed and taught the Writing in the Workplace course for the grant.

ARTHUR BOISSELLE has a Ph.D. from Colorado State University and taught the Business Communication and Report Preparation course for the grant.

ANAMARIE BOURGEOIS is currently completing a MBA at the University of Colorado at Colorado Springs. She worked as a facilitator and developed and taught the Understanding the Team Development Process module for the grant.

DEE FUNKHOUSER has a M.A. from the University of Northern Colorado. She delivered the Understanding Your Team Module.

CHRISTINE GETZ has a M.S. from Indiana State University in Education and Psychology. She was part of a two person team that taught Learning to Learn on the Job.

ANDREA LESTER has a M.A. in Communication from Denver University worked as a facilitator for the grant.

SANDRA MILLER has a M.A. in English from the University of Northern Colorado. She designed and taught the Reading in the Workplace I course.

BARBARA MOORE has a M.A. in Instructional Design from New Mexico State University. She was part of the two person team that taught Learning to Learn on the Job for the grant. She also designed and taught Creative Problem Solving for the grant.

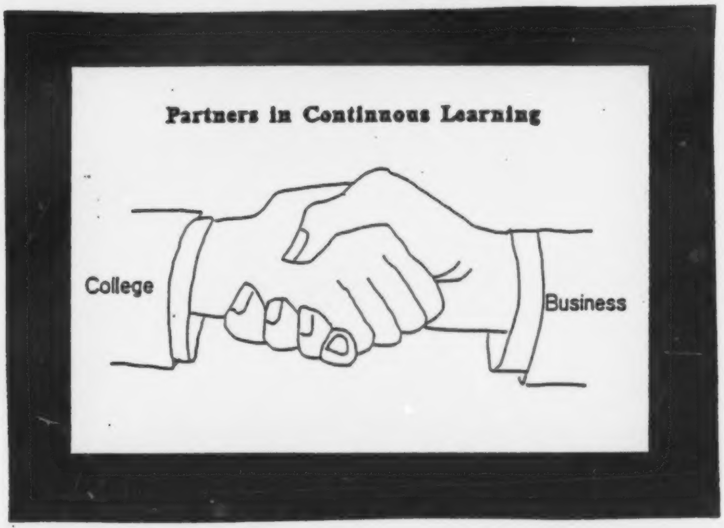
SHIRLEY STEWART has a B.A. in Mathematics from the University of Colorado. She taught Math in the Workplace and Algebra for the grant.

ESSICA WILLIAMS has a MBA in Organization Development from the University of Colorado at Colorado Springs. She designed and taught the Overview of Communications module for the grant.

SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT GRANT

FINAL REPORT TO PARTNERS:

PIKES PEAK COMMUNITY COLLEGE
DIGITAL EQUIPMENT CORPORATION
HEWLETT PACKARD


Partners in Continuous Learning
College
Business

Prepared by:
Deborah Grandia, Pikes Peak Community College
Leta Levett, Digital Equipment Corporation
Terry McDaniel, Hewlett Packard

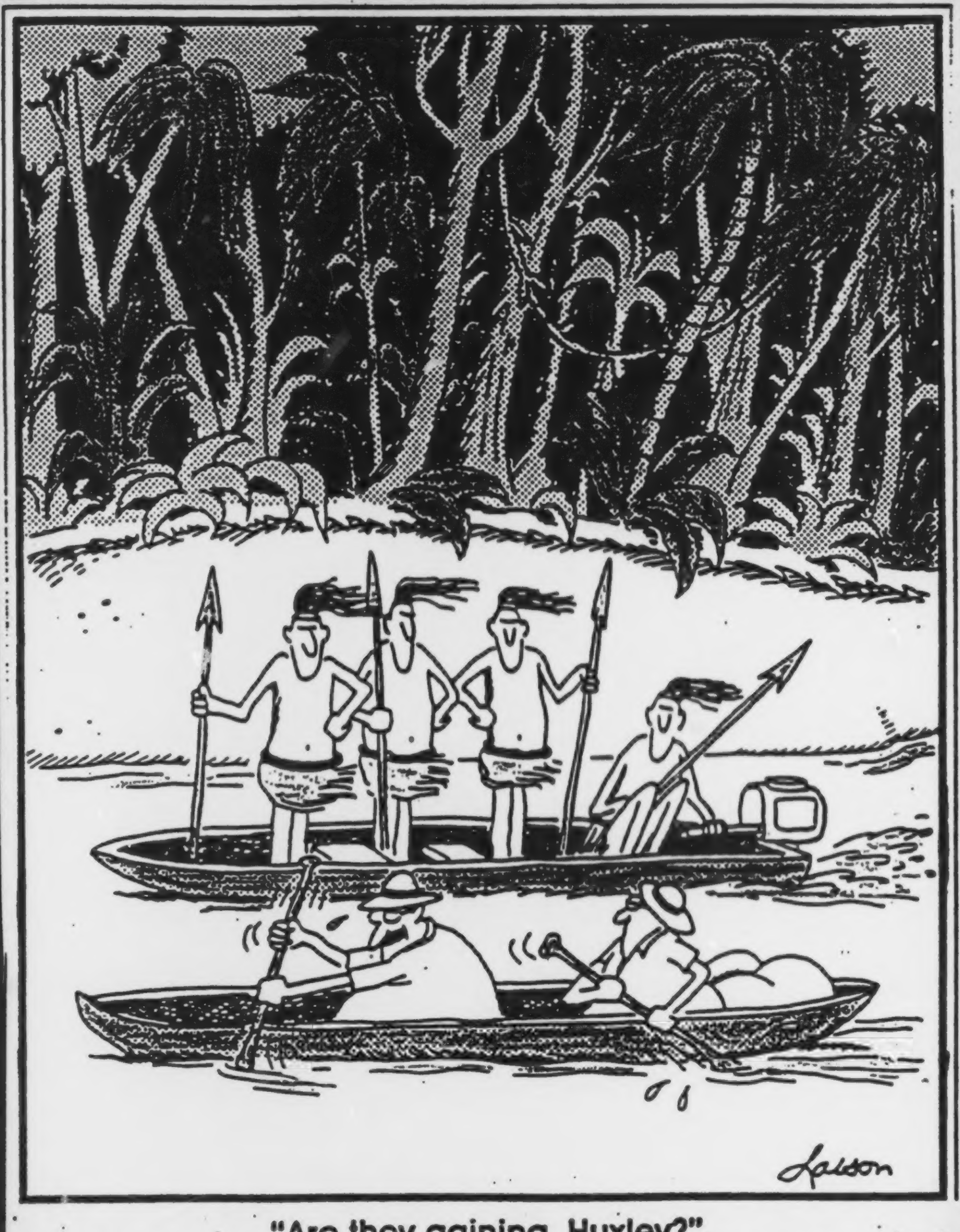
PROJECT GOALS

1. Create a model for the development and delivery of workforce related training.
2. Develop a workforce specific curriculum regarding basic skills and universal job skills that would increase productivity and create a readiness for cross training.

ISSUE

Our employees did not have basic skills that would enhance their ability to contribute to the companies' efforts to be competitive in the expanding, global competitive marketplace. We were asking employees to:

- Increase decision making
- Be high performance team players
- Problem solve
- Do process improvement
- Reduce costs
- Increase productivity
- Increase quality



"Are they gaining, Huxley?"

Basic Skills
And they lived happilly ever after.
13
x22
286

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WHY SELECTED

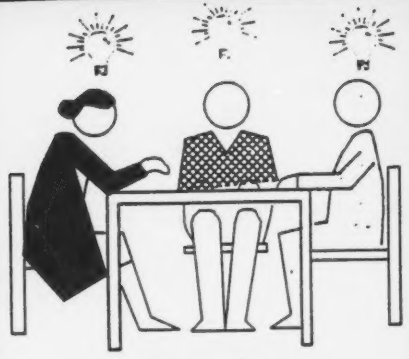
- ★ Lack of basic skills as a cause of ineffective performance is not widely known or accepted
- ★ Benefits to be gained:
  - reduced costs
  - increased productivity
  - more effective processes
  - decisions made at the lowest appropriate level in the organization
  - improved individual skills enhance the synergy of the team
  - more effective problem solving at all levels within the organization
  - improved job and customer satisfaction
- ★ Increased responsibilities resulted in frustrated employees because they were unable to apply skills independently in the workplace.
- ★ Training at improper levels wasted company time and money.

Benefits

Reduced Costs

Job and Customer Satisfaction

Productivity



Shared Ideas

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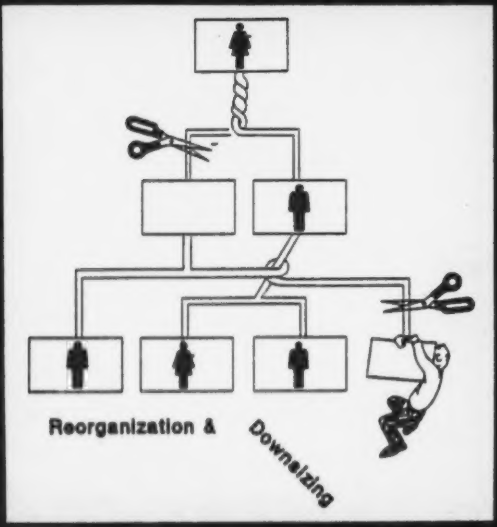
STATUS AT THE BEGINNING OF THE GRANT

- ★ Major *downsizing/reorganization* occurred in both companies
- ★ *No tools available* to assess skills levels
- ★ There was a *lot of denial* around individual's basic skill levels.
- ★ Basic skill *expectations for employees* had been increased.
- ★ The *expectation for implementing and developing high performance teams* was introduced at both companies
- ★ *Slow business growth* led to a lower priority for training.
- ★ *No defined process* in place for acquiring and delivering skills.

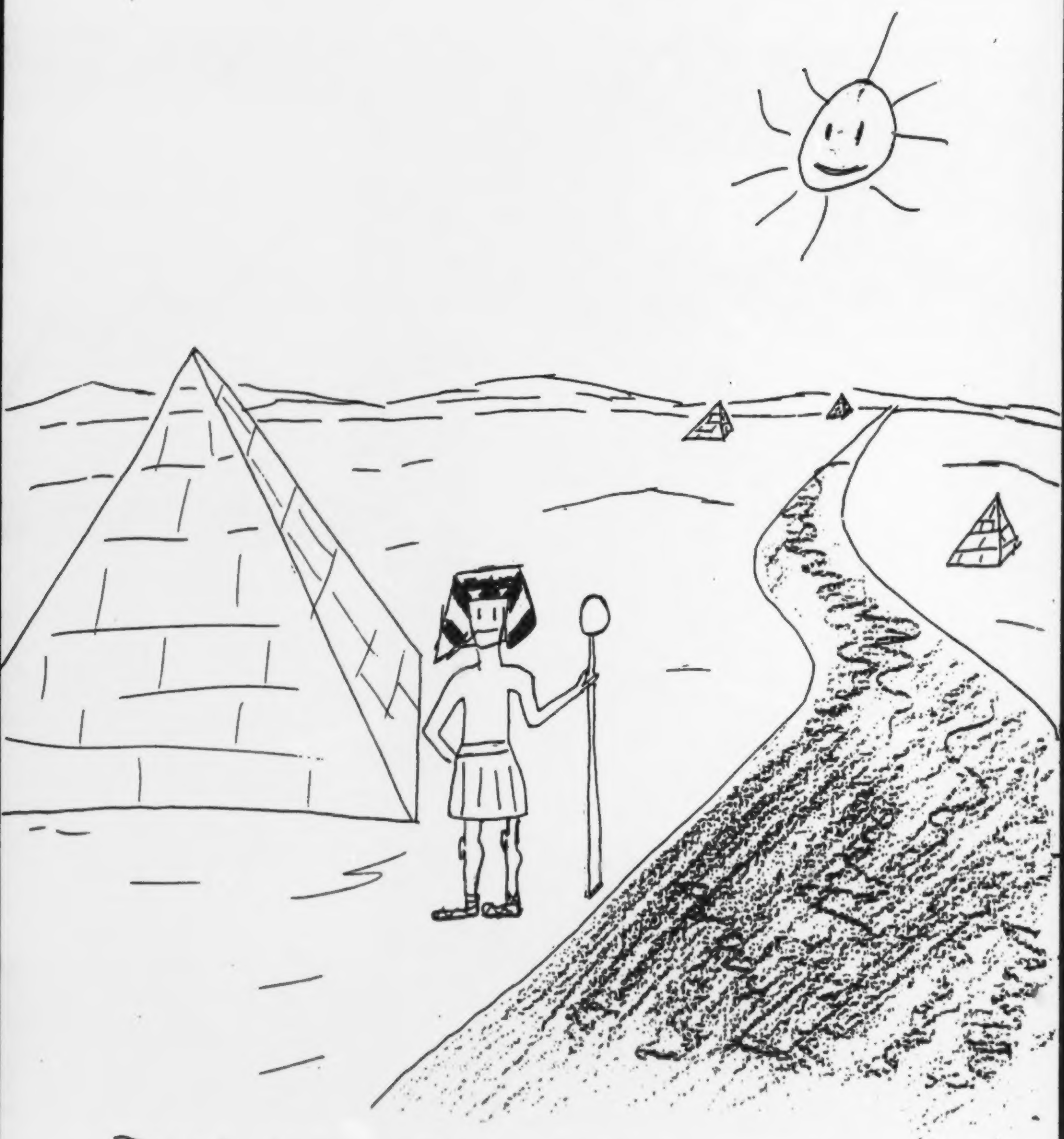
STATUS



Reorganization & Downsizing

Business Growth

More Skills



Denial is more than a river in Egypt..

DG 92

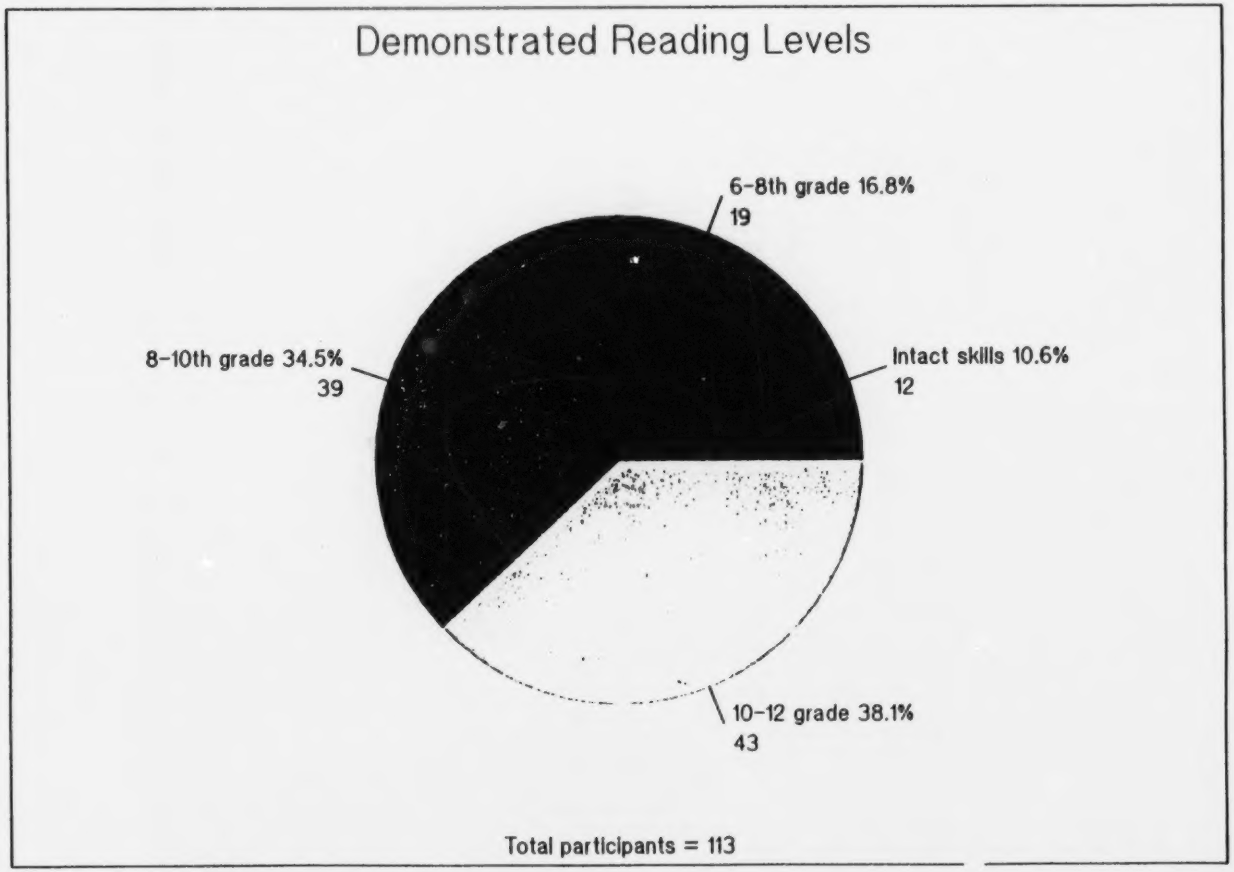
Art is not a basic skill in my workplace

ANALYSIS

In our companies' attempt to do higher level quality control and continuous process improvement training, we discovered that *people did not have the basic skills required* to apply these tools independently in their workplace.

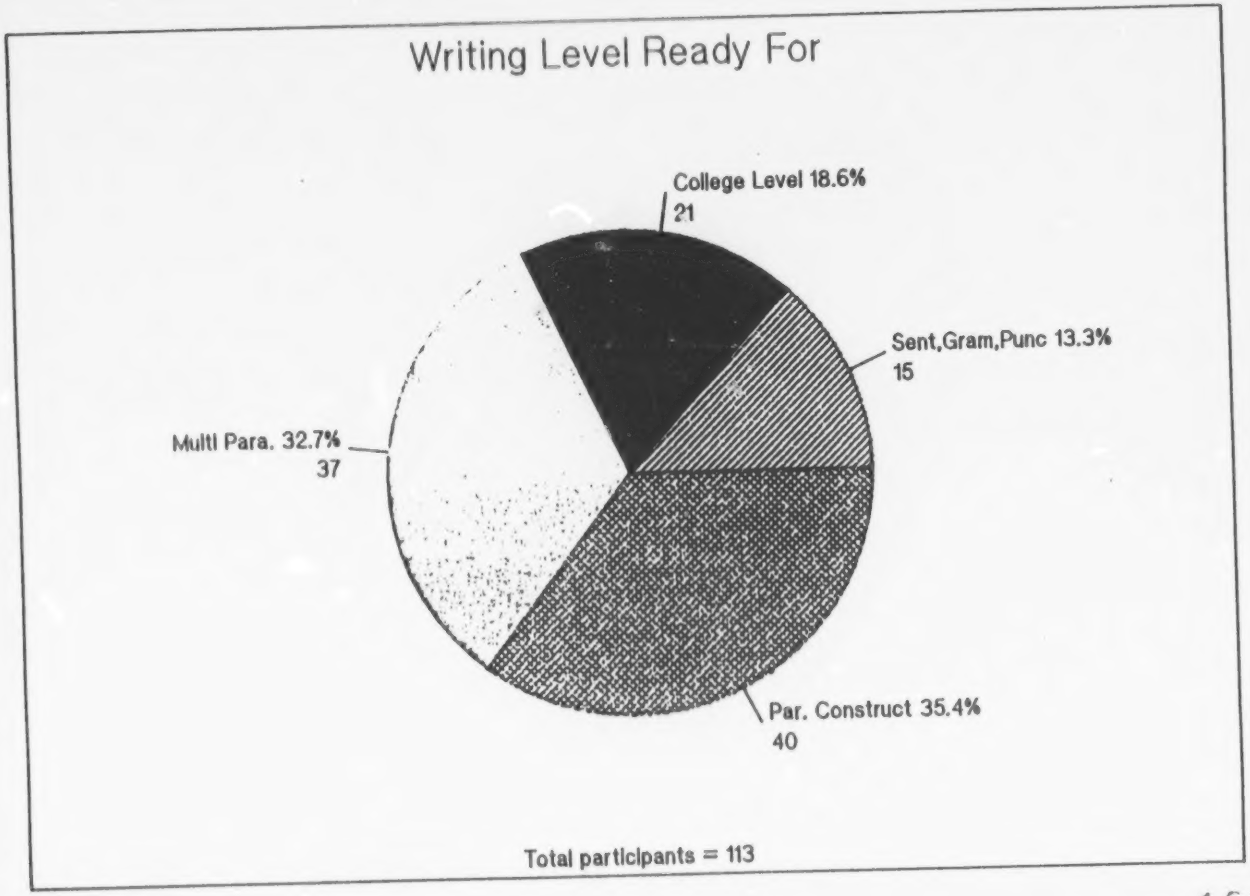
Process used for data collection and analysis:

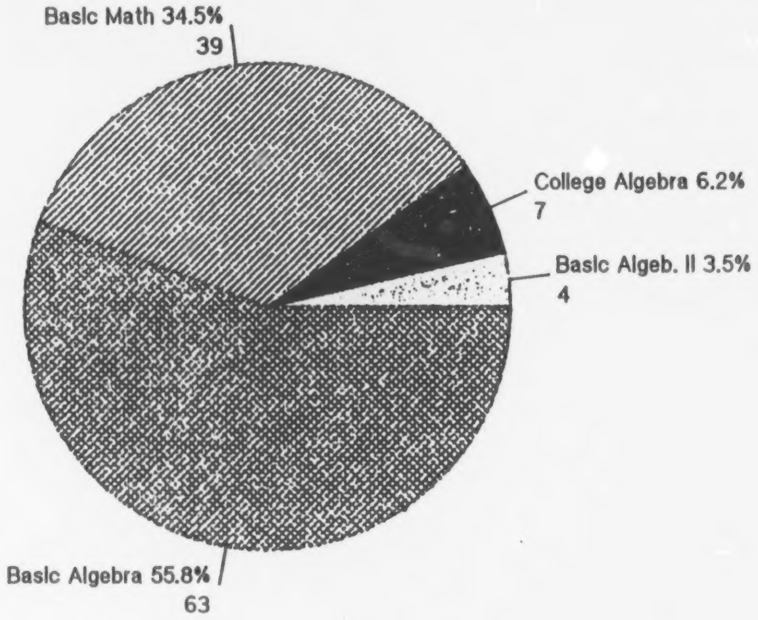
- Task analysis/team analysis
- People volunteered to go through process
- Basic skills assessment
- Gap analysis



Demonstrated Reading Levels

Total participants = 113

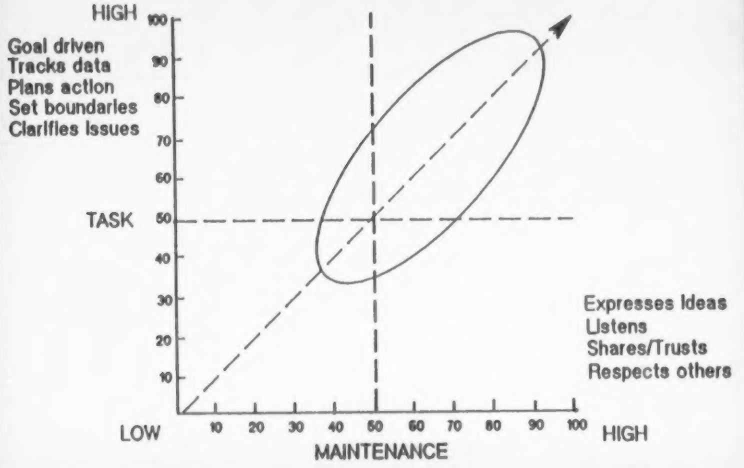

Writing Level Ready For
College Level 18.6%
21
Sent,Gram,Punc 13.3%
15
Multi Para. 32.7%
37
Par. Construct 35.4%
40
Total participants = 113



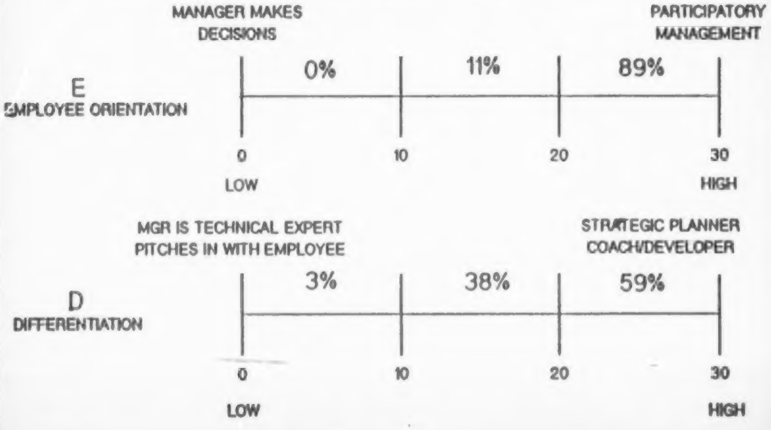
Math Level Ready For

Total participants = 113

TOBI RESULTS
MANUFACTURING AGGREGATE



LEADERSHIP SURVEY RESULTS
MANUFACTURING COMPOSITE = 229 PEOPLE



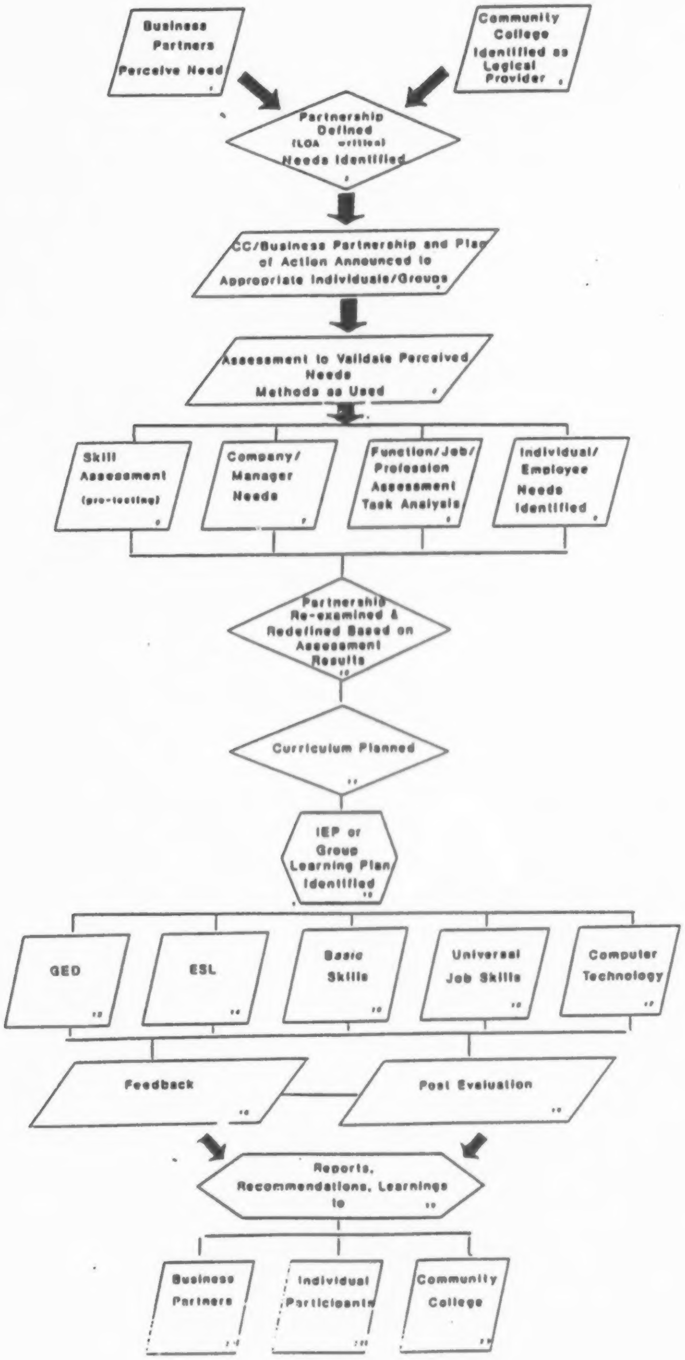
ACTION

Goals: Employees demonstrate minimum basic skills and universal job skills required in their workplace.

Key Steps in the Process

- ✓ Get management support to make it part of the business strategy
- ✓ Identified individual/group learning plans.
- ✓ Identified and tried to minimize obstacles for attending training.
  - cost
  - time
  - location
  - work load
- ✓ Company Site Advisory Councils prioritized training needs.
- ✓ Partnership defined content of classes to be workplace related and generic to both companies involved.
- ✓ Encouraged people to start with the lowest level skills and build from there

WORKFORCE DEVELOPMENT DELIVERY MODEL


Business Partners Perceive Need
Community College Identified as Logical Provider
Partnership Defined (LOA written) Needs Identified
CC/Business Partnership and Plan of Action Announced to Appropriate Individuals/Groups
Assessment to Validate Perceived Needs Methods as Used
Skill Assessment (pre-testing)
Company/ Manager Needs
Function/Job/ Profession Assessment Task Analysis
Individual/ Employee Needs Identified
Partnership Re-examined & Redefined Based on Assessment Results
Curriculum Planned
IEP or Group Learning Plan Identified
GED
ESL
Basic Skills
Universal Job Skills
Computer Technology
Feedback
Post Evaluation
Reports, Recommendations, Learnings to
Business Partners
Individual Participants
Community College

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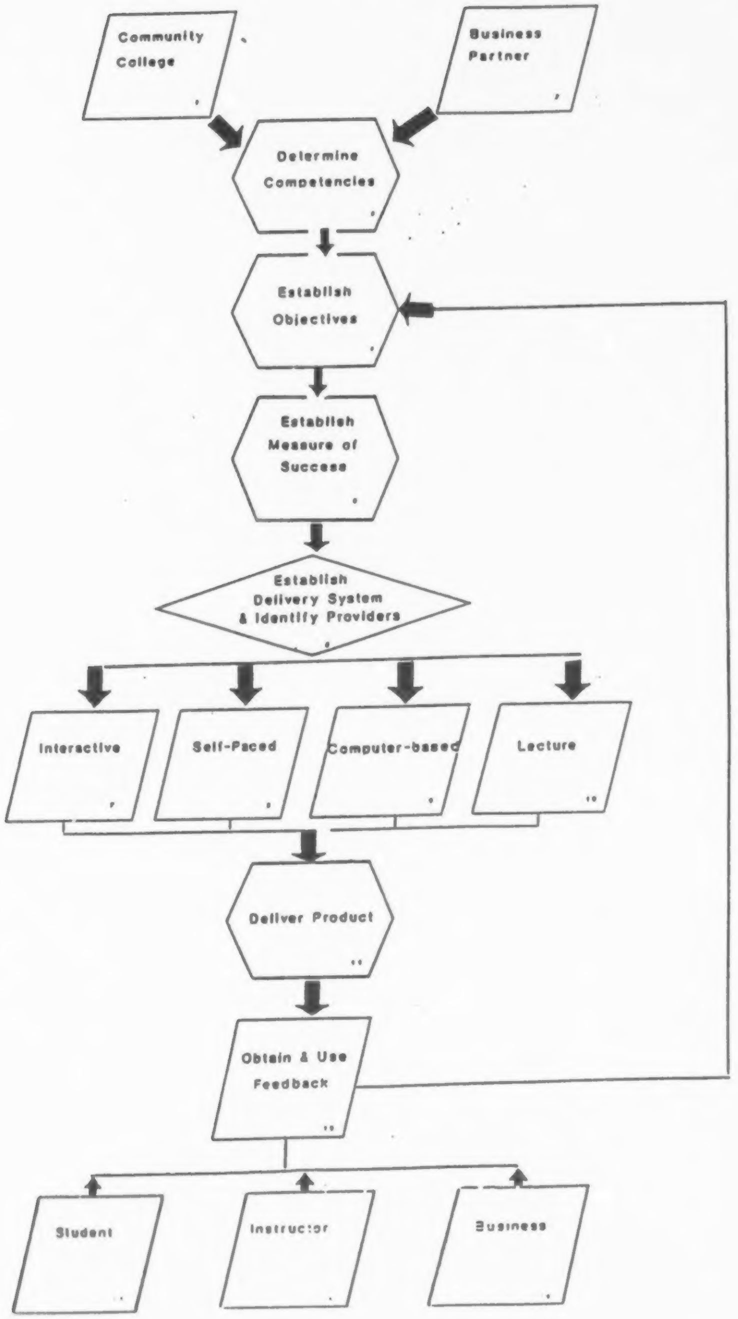
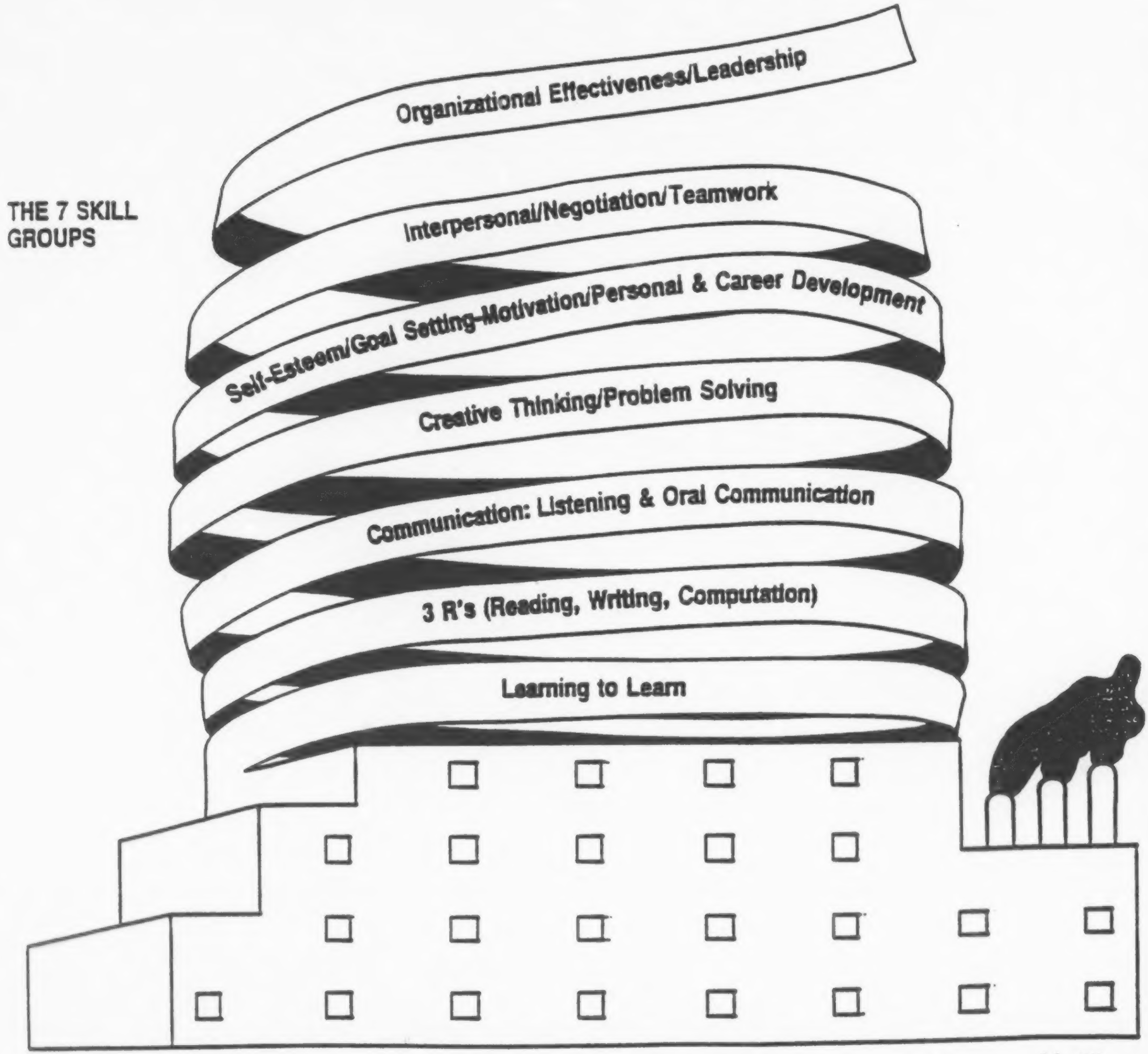
CURRICULUM DEVELOPMENT MODEL


Community College
Business Partner
Determine Competencies
Establish Objectives
Establish Measure of Success
Establish Delivery System & Identify Providers
Interactive
Self-Paced
Computer-based
Lecture
Deliver Product
Obtain & Use Feedback
Student
Instructor
Business

THE SKILLS EMPLOYERS WANT

Source: Workplace Basics: The Skills Employers Want
ASTD & U.S. Dept. of Labor


THE 7 SKILL GROUPS
Organizational Effectiveness/Leadership
Interpersonal/Negotiation/Teamwork
Self-Esteem/Goal Setting-Motivation/Personal & Career Development
Creative Thinking/Problem Solving
Communication: Listening & Oral Communication
3 R's (Reading, Writing, Computation)
Learning to Learn

CURRICULUM DEVELOPED

Reading in the Workplace

Writing in the Workplace

Math in the Workplace

Basic Algebra

Learning to Learn on the Job

Speed Reading in the Workplace

Technical Writing

Business Communications and Report Preparation

GED/ESL Tutorial with the Adult Literacy Network

Career Planning

Creative Problem Solving

Interpersonal Communications

Overview of Interpersonal Communications

Understanding the Development of Responsive, High Performance Teams

Understanding Your Team

RESULTS

★ Number of people served by the grant
- assessment
  - ** basic skills 375
  - ** universal job skills 308
- individual learning plans 53
- group learning plans 24
- task analysis 18
- team interviews 24
- training classes 39

★ Demographics
- % of organization involved 84%/DEC; 77%/HP
- job catagories involved
  - managers/supervisors
  - engineers
  - logistics employees
  - buyer/planners
  - coordinators
  - technicians
  - production operators
  - administrative support
- age, range 24-65

RESULTS

Results not expected
  - teams defined in manufacturing
  - greater awareness of the need for continuous learning & value to team
  - more cross functional involvement

STANDARDIZATION

★ Processes created during the grant are being incorporated into our standard business practices.
  - task analysis
  - assessment
  - gap analysis
  - define and provide learning

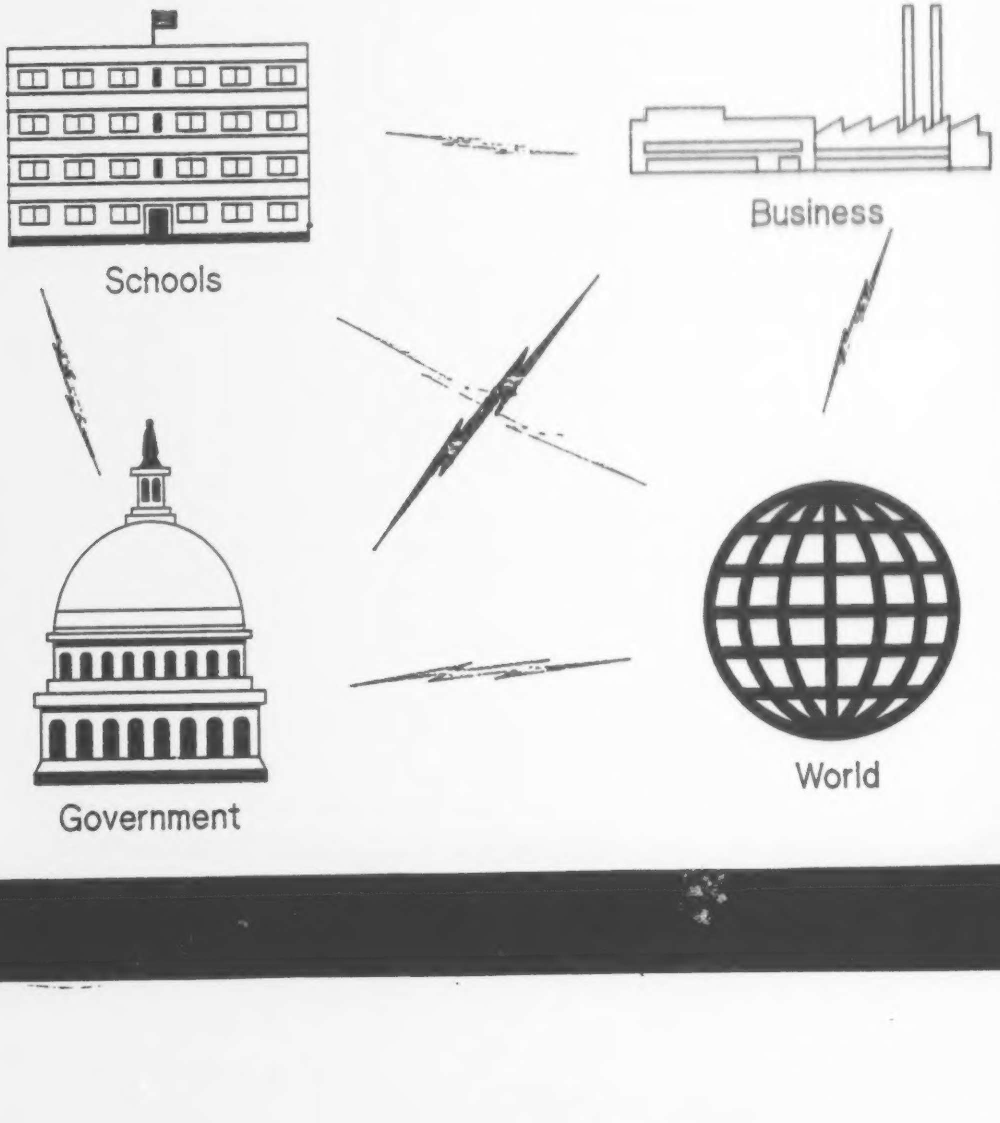
★ Lessons learned shared through Workplace Learning Showcase

★ Intercorporation/interdivisional sharing of learnings

★ Partner colleges will share with other colleges and the U.S. Department of Education

★ Federal government will make information available to the world.

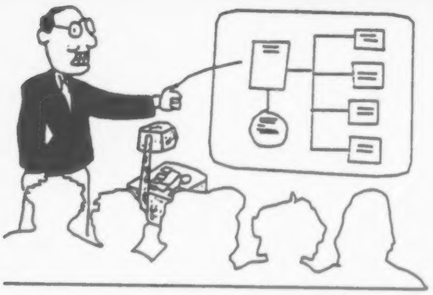
INFORMATION SHARING


Schools
Business
Government
World

PROBLEMS REMAINING

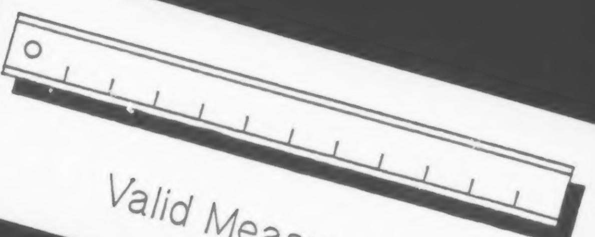
- ★ Don't have a measure for isolating the *effectiveness of training* on employee performance in the workplace
- ★ Haven't determined *long term development* needs for high performing employees
- ★ Haven't addressed all *environment/ culture issues* for college and business
  - business climate
  - reward/evaluation/pay
  - internal resistance to change
  - economic conditions

PROBLEMS REMAINING



Long Term Training

Environment



Valid Measures

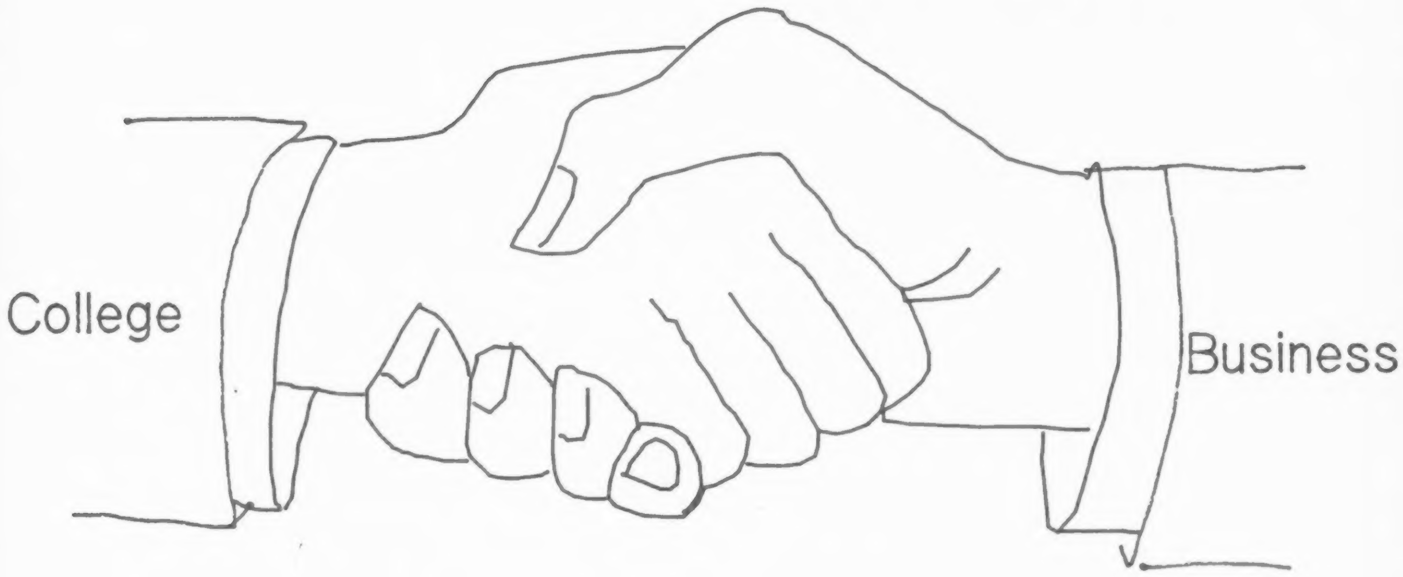
FUTURE PLANS

★ *The process will live on*
  - *college designating a resource* for focusing on workplace learning
  - *college is developing a Workforce Institute* to continue to expand and improve the current process

★ *HP/DEC will continue their commitment* to continuous learning processes developed under the grant designating resources, funds, and management support

★ *HP/DEC will continue to develop* an environment that will support the process initiated by the grant.

Partners in Continuous Learning


College
Business

SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT
FINAL REPORT
DIGITAL EQUIPMENT CORPORATION

Digital is to be commended for the spirit and enthusiasm with which it started this grant. Unfortunately, massive reorganization of the Colorado Springs division and continued downsizing since September of 1991, has made it very difficult for grant activity to continue in its most effective manner. Leta Levett is to be commended for the effort she has put in towards making this grant a success for Digital. She was literally, at times, a "one woman band".

RECOMMENDATIONS:

1. All workforce development training should be tied to the company's long range business strategy.

2. There must be support/commitment from all levels of management for workforce development training to succeed. That support/commitment must be evident to employees.

3. The company must be willing to take a stand and let employees know what skills are required to do the job. They must be prepared to stand by that policy once the policy has been set.

4. Corporate environment/culture should support workforce development. Workforce development should be the foundation for all training activities and should not be viewed as a separate activity from other types of training activities.

5. Training should be done beyond the level of where the company expects the employee to function independently in the workplace.

6. To promote a greater awareness of workforce development, it is recommended that all training materials carry the level of reading, math, and writing ability the trainee needs to have for a successful, training experience.

SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT
FINAL REPORT
HEWLETT PACKARD

Hewlett Packard is to be commended for its participation in this grant. The company has brought a true spirit of partnership and collaboration to this effort. As a result, a business and an educational institution have partnered together in a very constructive effort to accomplish both the spirit and mission of this grant. The entire manufacturing organization is to be commended for the many hours of support that have gone into making this partnership a success.

RECOMMENDATIONS:

1. As a result of the team interview process, nine issues were identified that the manufacturing organization needed to consider in implementing a team environment. It is recommended that either the Design Team and/or Steering Committee review the list to see what progress has been made regarding each of those issues.

2. Continued emphasis needs to be placed on insuring that all employees have the basic skills needed to function independently in their jobs. It is recommended that basic skills training serve as the foundation for all training activities within the manufacturing organization and that basic skills training not be viewed as a separate training activity. It is important to remember that all training should exceed the level the employee will be expected to function at independently in their job.

3. It is also recommended that the training for and the handing off of a said responsibility to a team occur in a simultaneous fashion.

IV. Committees

To facilitate the statewide nature of this program, two broad committees where conceptualized. Each of those committees were created and did indeed actively perform. Although, again, lack of time to adequately prepare the individuals on the committees inhibited their maximum effectiveness, the group took shape over the months and served a very important purpose in guiding projects and shaping the next stage of their committee for future grant programs.

Each project site was encouraged to form local site committees, either geographic or corporate in nature. The individual project experiences are included in their project reports in the previous section, ***III. B. Projects.***

Committees, task forces, advisory councils, or whatever they are named are absolutely essential mechanisms to seek input and diverse perspectives on the program or projects. The mechanism to do so, e.g. the meeting plan and structure and recruiting strategy, is also critical and probably needs some creative attention as well. The goal is to get quality participation from people who are likely involved in many other activities as well. This activity will always be a challenge for program and project directors.

IV. A. Statewide Advisory Committee

Following is the membership list of the impressive, cross-functional gathering. The meetings were highly productive and included the joint creation of a letter to the Colorado Achievement Commission on adult learning and workplace learning, an expanded partner definition matrix, and a refined role statement for the Statewide Advisory Council for the next grant program, all following in this section.

Since one of the program's goals was to educate, the agenda of this Council always included an education component. Agendas and minutes are also included.

STATEWIDE ADVISORY COUNCIL

Dwayne Adkins
Labor's Community Agency, Inc.
Denver, CO 80223

Dr. Monique Amerman
Pueblo Community College

Dr. Peg Bacon
Dean, School of Education
UCCS

Diane Baker
Workplace Literacy Coordinator-Pueblo
U S WEST Communications, Inc.

Dian Bates
State Director, Adult Education
Colorado Dept. of Education

Maryann Billington
Director
CCCOES-Nat'l Workplace Lit.Pgm

Nancy Bolt
Assistant Commissioner
Colorado State Library

Eileen Carlson
Vice President
Colorado Alliance for Business

Dr. Larry Carter
President
Community College of Aurora

Joseph Cleres
Human Resources
AT&T

Larry L. Dreller
Youth Coordinator
Colorado Dept. of Labor

Kathleen Gadd
ETOP Learning Center
AT&T and Regis College

Al Gurule
Executive Director
Pueblo Community Connections

Marlene Hall, Ph.D.
Vice President of Instruction
Community College of Denver

Cathy Hatfield
Education Specialist
Storage Tek

Dr. Thomas Howerton
State Board of Education

Larry S. Johnson, Dean
School of Letters, Arts, and Science
Metropolitan State College
of Denver

Maureen Lancaster, Ph.D.
Assoc. Dir. Adult Learning
Metropolitan State College

Tony Pacheco
President, L.U. 2102
CF&I Steel

Judith A. Parham, Ph.D.
Director, Developmental Studies
Community College of Aurora

Dr. Marijane Paulsen
President
Pikes Peak Community College

Diane Pugh
Education Manager
Hewlett Packard

Julie Rich
Vice President of Human Resources
XEL Communications

Geri Reinardy
External Relations Officer
Colorado Commission on Higher Education
Colorado History Museum

Peggy Seitz
Plant Materials Manager
Digital Equipment Corporation

Steve Sturm
Employee Relations-Manager
CF&I Steel Corporation

Sam Tabron
Education and Training Manager
Digital Equipment Corporation

Lucieann Todero
Union Representative
U S WEST Communications. Inc.

Jan Vukovich
Director of Human Resources
USWest Communications

Candyce Wehrkamp
Human Resource Manager
Hewlett Packard

H. Clay Whitlow
Vice President for Inst. Service
CCCOES

Lola Wilcox
Sr. Organizational Development
Consultant
Public Service Company of Denver

Colorado
Community College &
Occupational Education System

National Workplace Literacy Program

May 13, 1992

Representative Chuck Berry
Chairperson
Colorado Achievement Commission
State Capital, Room 246
Denver, CO 80203

Dear Representative Berry:

On behalf of the Statewide Advisory Council to the Colorado Workplace Literacy Program, I submit the followi recommendation:

The Colorado Achievement Commission establish a task force to study adult learning throughout the State of Colorado in order to understand the full range of issues and make recommendations for state action. The intent is to enhance economic development, workforce literacy, and adult education–all of which contribut to the vitality of this state.

As you will see, the Council which formulated this recommendation is comprised of leaders and decision-mak from education and business around the state, assembled to advise a state-wide initiative underway to provide workfc learning to Colorado employees. A list of adult education concerns and questions are presented in Attachment A; a description of this initiative is included as Attachment B; and a Council member list is Attachment C.

While we recognize that the Commission is undertaking a detailed study of K-12 education and has formed fiv task forces to address related issues, the Council expects that an adult learning task force would elevate the importan and impact of adult education in Colorado at a time when it is a critical and visible concern.

It is hoped that the task force would embrace topics such as:
-Access to educational opportunities for adults: opportunities and obstacles.
-Basic adult literacy–for workers and the broader community.
-GED: status and support.
-The state of family literacy, and working together to learn.
-(Re)training of universal job skills in an ever-changing and advancing global economy: e.g., critical thinking, problem solving, communication, teamwork.
-The collection and dissemination of statewide information on adult education, e.g. an information network.

PLEASE ACT UPON THE RECOMMENDATION TO FORM THIS ADULT LEARNING TASK FORCE! I will gladly respond to any questions or further elaborate on anything contained in this document.

Sincerely,
Maryann S. Billing
Maryann G. Billington
Director

cc: Roy Romer, Governor, State of Colorado
David Longanecker, Executive Director, Commission on Higher Education

ATTACHMENT A

Following are additional thoughts about adult education which represent some of the concerns and questions arising from discussion among representatives of this group.

1. Adult "literacy" has received some attention, especially in the 1990 report of the Adult Literacy Commission, appointed by the Colorado State Board of Education: "Silent Crisis: Illiteracy in Colorado." Adult "literacy" should be broadened to include "adult learning" which infers higher standards for adults and workers necessary to contribute to a productive economy.

2. In particular, our state needs to explicitly address retraining for many workers who have lost their jobs.

3. Define and expand upon the definition of "basic job skills" in the workplace to include important skills like critical thinking, problem solving, communication, and teamwork.

4. Examine General Educational Development programs for access, standards, and impact. Build upon it as a way to build individual self-esteem as foundation for attaining higher skills.

5. Identify what policies are currently barriers to adult learning; help adults access educational opportunities.

6. Investigate and increase funding resources for adult education and worker training.

7. Encourage and help communicate the variety of adult education delivery mechanisms: community colleges, school districts, businesses, community based organizations, etc.

8. Further study adult learning: what works and does not work. Help adult educators be successful. Should include recommendations and actions.

9. Make recommendations for state leadership and policies which enhance the adult learning of our residents.

10. Identify needs of business and community; help educators and trainers respond to these needs; emphasize practical skills in addition to degrees and certifications. Consider training adapted to company needs instead of general business conditions.

11. Understand issues facing adults in the workplace, e.g. the impact of ISO 9000, an international standard of operation to which all organizations must conform in order to do business in the European Economic Community after 1992.

12. Create more formal partnerships between higher education and business.

13. Foster greater cooperation among higher education institutions.

14. Improve accessibility to education with greater outreach to individuals and workers, and permit flexibility in sites and scheduling.

15. Examine needs of ALL organizations: small and large, profit and nonprofit, high technology and basic technology, service and manufacturing, urban and rural. Colorado is a complex economy dependent upon the success of this mosaic of organizations. The need is to collectively understand the type, content, timing, scheduling, and location of education and training for these different organizations.

16. Establish a "research and development" mentality about education and training which parallels the approach to economic development.

17. Make recommendations for policy, legislation, funding, and whatever action it takes to address adult education in Colorado if our population is indeed going to help Colorado become a "state of learners and adapters" who will lead the nation in productivity improvement.

ATTACHMENT B

U. S. Department of Education - Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

1. PROGRAM TITLE: FY 1991 National Workplace Literacy Program (CFDA 84.198A)

2. PROJECT TITLE: "Colorado Workplace Literacy Initiative: Skills for Productivity & Career Enhancement"

3. AWARD NUMBER: V1A98A10-281 91

4. PROJECT DIRECTOR: GRANTEE/ ADDRESS/

Maryann Billington, Program Director
One Commerce Center Bldg.
7222 Commerce Ctr. Drive, Suite 103
Colorado Springs, CO 80919

CCCOES
1391 North Speer Blvd., Suite 600
Denver, CO 80204

TELEPHONE:
Colorado Springs: 719-593-2717
Denver: 303-620-4057

5. FUNDS BY FISCAL YEAR:

FEDERAL:	FY1991	$620,060
Non-Federal		$271,885
Total Funds:		$891,945

Federal Funds = 69.5% of total funds

6. AWARD PERIOD: April 1, 1991 - September 30, 1992

7. FEDERAL PROJECT OFFICERS:
Marian Banfield, DNP (202) 732-1838
Nancy Smith Brooks, DNP, (202) 732-2269
Sarah Newcomb, Division of Adult Education and Literacy, (202) 732-2390

8. PURPOSE/ OBJECTIVES: The purpose is to improve the productivity of the workforce through improvement of literacy skills in the workplace. Development and delivery of quality, creative, and productive training programs through education partnerships help adult workers broaden their knowledge and skill base so they can perform and excel as a skilled workforce.

9. PROCEDURES: The statewide program consists of five projects involving partnership(s) between a community college and a business. Creative education and training activities based upon clearly defined expectations and measurable outcomes by all partners are underway. It is expected these activities will improve the learning and performance of workers which will enhance productivity.

10. OUTCOMES/RESULTS/ PRODUCTS: Assessments, individual education plans, and training are conducted for business as needs determine. Further, both content of projects and partnership processes will be evaluated to determine what has been learned for the benefit of future partnerships. Since these are demonstration projects, it is intended that this program will provide a basis for continuous improvement and development of educational projects for ongoing workplace learning needs.

11. EDUCATIONAL LEVEL(S): GED, ESL, and essential functional skills including basic skills, learning skills, communication skills, creative thinking, problem solving, career development, and teamwork for all workers regardless of formal education.

12. TARGET POPULATION(S): Adult workers

13. PLANNED NUMBER OF PARTICIPANTS: 1,000

14. PARTNER (S): Program consists of 5 project sites:

Community College of Denver &	Community College of Denver-Tec &	Pikes Peak Community College &	Pueblo Community College &	Community College of Aurora &
U.S. WEST	AT&T	Hewlett Packard Digital Corp.	CF&I U.S. WEST Latino Chamber of Commerce	Small Businesses including: General Motors Parts Stanley Aviation Sky Chef Commerce Bank New Life Fitness XEL Communications

Dwayne Adkins
Labor's Community Agency, Inc.
Denver, CO 80223

Dr. Monique Amerman
Pueblo Community College

Dr. Peg Bacon
Dean, School of Education
UCCS

Diane Baker
Workplace Literacy Coordinator-Pueblo
U S WEST Communications, Inc.

Dian Bates
State Director, Adult Education
Colorado Dept. of Education

Bob Bernal
Trustee, Main Griever &
Apprentice Committeeman
U.S.A. Local 2102
C.F. & I.

Maryann Billington
Director
CCCOES-Nat'l Workplace Lit.Pgm

Nancy Bolt
Assistant Commissioner
Colorado State Library

Eileen Carlson
Vice President
Colorado Alliance for Business

Dr. Larry Carter
President
Community College of Aurora

Joseph Cieres
Human Resources
AT&T

Larry L. Dreller
Youth Coordinator
Colorado Dept. of Labor

Kathleen Gadd
ETOP Learning Center
AT&T and Regis College

Al Gurule
Executive Director
Pueblo Community Connections

Marlene Hall, Ph.D.
Vice President of Instruction
Community College of Denver

Cathy Hatfield
Education Specialist
Storage Tek

Dr. Thomas Howerton
State Board of Education

Larry S. Johnson, Dean
School of Letters, Arts, and Science
Metropolitan State College
of Denver

Maureen Lancaster, Ph.D.
Assoc. Dir. Adult Learning
Metropolitan State College
Tony Pacheco
President, L.U. 2102
CF&I Steel

Judith A. Parham, Ph.D.
Director, Developmental Studies
Community College of Aurora

Dr. Marijane Paulsen
President
Pikes Peak Community College

Diane Pugh
Education Manager
Hewlett-Packard

Julie Rich
Vice President of Human Resources
XEL Communications

Geri Reinardy
External Relations Officer
Colorado Commission on Higher Education
Colorado History Museum

Peggy Seitz
Plant Materials Manager
Digital Equipment Corporation

Steve Sturm
Employee Relations-Manager
CF&I Steel Corporation

Lucieann Todero
Union Representative
U S WEST Communications, Inc.

Jan Vukovich
Director of Human Resources
USWest Communications

H. Clay Whitlow
Vice President for Inst. Service
CCCOES

Lola Wilcox
Sr. Organizational Development
Consultant
Public Service Company of Denver

SIGNATORIES

Members of the Statewide Advisory Council
Colorado Workplace Learning Initiative,
A National Workplace Literacy Program Funded in Part by the U.S. Department of Education

Dwayne Adkins, [illegible]nder's Community Agency, Inc.

Dr. Monique Amerman, Pueblo Community College

Margaret A. Bacon

Dr. Peg Bacon, UCCS

Dian Bates, Colorado Dept. of Education

Bob Bernal

Bob Bernal, Local 2102 U.S.W.A.

Maryanne Billington, CCCOES, Nat'l Workplace Literacy Prog.

Nancy M. Bolt

Nancy Bolt, Colorado State Library

Eileen Carlson, Colorado Alliance of Business

Dr. Larry Carter, Community College of Aurora

Larry L. Dreiler, Colorado Dept. of Labor

Kathleen Gadd, AT&T & Regis College

Marlene Hall, Ph.D., Community College of Denver

Catherine Hatfield

Cathy Hatfield, Storage Tech & Corp.

Maureen Lancaster, Ph.D., Metropolitan State College

Tony Pacheco, CF&I Steel

Judith A. Parnam, Ph.D., Community College of Aurora

Dr. Marijane Paulsen, Pikes Peak Community College

Diane Pugh, Hewlett Packard

Julie Rich, XEL Communications

Geri Reinardy, Colorado Commission of Higher Education

Steve Sturm

Steve Sturm, CF&I Steel

Luceann Taddeo

Luceann Taddeo, US West

H. Clay Whitlow, CCCOES

	Role	Expectations	Contribution	Communication
Dept. of Ed. *grant originator*	grantor funds ≤ 70% set grant parameters; reviews projects; monitors grant progress	within budget & time; partnerships; meets goals; include assessment and evaluation; demonstration model	program guidelines and directions; funding; central communication source across projects U.S. wide	with CCCOES
CCCOES *grant applicant & program manager*	applicant, program manager, team leader, disseminator of information, manage grant funds	within budget & time; teamwork on projects; capture and communicate models, value across state; efficiencies gained by collaboration	program direction statewide; in-kind contributions; central communication and resource statewide; contact with federal offices, manage budget	with all campus sites, business partners, unions, councils
Campus Site *site & project manager*	staff, develop, implement and monitor local project; respond to business partner, participants needs; contribute to creation of model; manage site expenditures	meets site and customers needs, is streamlined process, uses resources efficiently; success for site campus; participant learning	in-kind contributions; project management, instruction and delivery for projects; representative for Council	among partners, including success stories
Business Partner *employer / organization*	define business performance skill needs; commit and participate in education process; provide appropriate data to support appropriate and efficient instruction, and to measure outcomes	instruction is business-appropriate by time, delivery; outcomes are key business metrics; proprietary needs are respected; activity is high quality; results	matching and in-kind contributions; encourage employees to participate; release time encouraged; curric. development; data; representation at the project level as well as the management level	with employees and campus site, and as participant in state program, including success stories; particularly with system from the beginning
Union	participate as a partner up front; involved in needs definition and delivery development; partner on site; help educate mgt, union leadership and workers	activity is appropriate, fair, accessible, and of interest to employees; better trained workforce; minimize dislocation of workers; provide "tool kit"	in-kind contributions; representation at project and program levels; space and facilities; staff time; communications and marketing	with employee members, management and campus site, and as participant in state program
Employee *learner*	participate in program design, surveys, assessments, instruction and evaluations	experiences are positive according to their needs; the education/training outcome is what was expected to upgrade skills; feedback; personal experience & reactions	time and interest in education; may be some personal time; openness to communicate needs	with manager and instructors, including good feedback about obstacles and successes
Site Advisory Council *local team*	determined at site by participants	local project and site focus	coordination of communication; recommendations of partners for site and project	local college and business partners
Statewide Advisory Council *state team*	advise and counsel program and projects; span partners, sites and projects; act as senior sounding board; support and encourage creative solutions; act as an internal evaluation committee	direct correlation to organizational and program goals and objectives	coordination of communication among statewide partners; recommendations for state and program	across sites and statewide; public relations and legislative spokes group
Curriculum Advisory Committee *content expert team*	advise and counsel on curriculum and instruction, quality, adult learning and workplace relevance; ensure statewide attention to design and materials	experts; timely meetings and advice; relevant to workplace learning	subject and adult learning experts	among experts to sites, statewide

BEST COPY AVAILABLE

Organization outcomes will use such measures as what training intervention was planned, what skill or new knowledge was expected, what behavioral change took place, and what benefits did the organization receive. These are particular questions behind the notions of "higher skilled," "more productive." In conjunction with the external evaluator, a plan for collecting this information will be developed as a first order of business. The "survey strategy" for 1991-92 (Attachment [15]) will guide this process. Further, as metrics are defined, the metrics chart (Attachment [3]) will be updated.

A critical part of evaluation is the state-level perspective provided by Statewide Advisory Council. The team responsible for the total program and its specific projects will benefit from advise and counsel from a Statewide Advisory Council. With goals, membership and operations refined by the 1991-92 Council members, this group represents stakeholders in the program and the future of our competitive workforce.

Role of Statewide Advisory Council:

- Provide advice and council to the Program Director and the Project Leaders.
- Offer ideas for direction and resolution on activities that span partners, sites and projects.
- Act a as a senior sounding board for new ideas.
- Support and encourage creative solutions to implementation of workplace learning solutions.
- Act as an internal evaluation committee for formative and summative evaluation processes for individual activities, reports, and documentation of these.
- Assist in developing ideas for promoting this program on a national scale.

Membership of the Council:

Representatives will be capable of viewing this undertaking as a statewide initiative and include leaders from: CCCOES, community colleges, business partners (key decision-makers), Colorado Department of Education, Colorado Department of Labor and Employment, Governor's Job Training Office, labor union, Colorado 2000, appropriate industry officials, and local and state literacy education initiatives.

From a systems standpoint, CCCOES provides a unique delivery system for this program since it positions the community colleges as single, accountable units under one governing board. It represents the essence of collaboration and can provide the statewide focus which is a central theme in this demonstration model for workplace learning.

E.2. External Evaluation

CCCOES plans to contract with the Mid-continent Laboratory, Inc. (MCL), a subsidiary of the Mid-continent Regional Education Laboratory, for external evaluation of the processes and outcomes of the proposed work. Dr. Robert Keller, of MCL, has collaborated successfully with CCCOES and local projects in the evaluation of the current workplace literacy program, and it is expected that this work will provide the direction and general design for the external evaluation.

The overall purposes of the evaluation will be to determine the extent to which the projects, individually, and the program, collectively, are successful in meeting their stated objectives and milestones and to provide timely and

STATEWIDE ADVISORY COUNCIL TO THE COLORADO WORKPLACE LITERACY INITIATIVE

Please return to: Sherry Hermann
One Commerce Center Building, Suite 103
7222 Commerce Center Drive
Colorado Springs, CO 80919
FAX: 719-593-2709
PHONE: 719-593-2707

Meeting: Thursday, March 5, 1992
Location: Community College of Aurora

A. Please comment on the following aspects of the meeting:

	Definitely	Somewhat	Not-at-all	Not Applicable
1. The meeting provided useful information.				
2. The materials distributed were useful.				
3. The length of the meeting was appropriate.				
4. The time of the meeting was convenient.				
5. The location of the meeting was appropriate.				
6. I had the opportunity to contribute to the meeting.				

Comments:

B. Please rank the quality of the following:

	Excellent	Good	Needs Improvement
1. Organization of the agenda.			
2. Quality of the presentations.			
3. Meeting room.			
4. Materials distributed.			

Comments:

C. Please make suggestions to improve upon future Statewide Advisory Council meetings.

D. Please list ideas for luncheon topics to benefit Council members.

AGENDA
STATEWIDE ADVISORY COUNCIL
COLORADO WORKPLACE LEARNING INITIATIVE

Thursday, December 5, 1991
11:30 a.m. - 4:30 p.m.
Pikes Peak Community College
Commerce Center
Colorado Springs

11:30 - 12:00 noon	Buffet Luncheon Served	
12:00 noon	Welcome	H. Clay Whitlow Vice President for Education Services CCCOES
	Introduction of Guest Speaker	Maryann Billington Director, National Workplace Literacy Program
12:15 - 1:15 p.m.	"What Executives Need to Know About Managing Change"	Dr. D. D. Warrick Professor Director, Creative Mgt. Ctr. University of Colorado at Colorado Springs
1:15 - 1:30 p.m.	Break	
1:30 - 1:45	Introductions; Program & Project News	Maryann Billington & Project Leaders
1:45 - 2:00 p.m.	SAC Topic Briefing	T.B.A.
2:00 - 3:00 p.m.	Small Group Discussions	Council
3:00 - 3:15 p.m.	Break	
3:15 - 4:00 p.m.	Group Responses & Discussion	Clay Whitlow
4:00 - 4:30 p.m.	Wrap Up & Plans for the Next Meeting	Maryann Billington

COLORADO WORKPLACE LITERACY INITIATIVE
STATEWIDE ADVISORY COUNCIL

Orientation Meeting Proceedings
December 5, 1991
Pikes Peak Community College at Commerce Center

1. The meeting was opened by H. Clay Whitlow, Vice President for Educational Service, CCCOES. Many requests for written information about the Workplace Literacy Program have been received, and a report is being prepared for distribution. He emphasized the importance of the council to build a structure for workplace literacy that will continue even after the termination of the grant.

2. Dr. D. D. Warrick, Professor at UCCS and Director of Creative Management Center was the guest speaker. Following are the highlights of his topic, "What Executives Need to Know About Managing Change:"

   * "Winners" in the mid-1990's will be world class organizations and gold collar workers. Gold collar workers are those individuals who are highly competitive, current on the thinking in their specific field (by networking and through organized teams updating each other), eagerness to learn, and those who are highly teachable. World class organizations will be those with above norm performance, people-valued management, excel as servants, and excel in total quality management.

   * The central issue is managing change. Executives need to know:
   1. Process is as important as the product how we change is as important as what we change.
   2. Take a systems approach to change. How will the system affect the change and how will the change affect the system?
   3. Truly need to change the culture of the organization.
   4. There needs to be a vision and goals.

   * High performance organizations value people, systematically change culture, and role model the change.

   * Why do people resist change? People are resisters because change is mismanaged. They don't have the skills needed for change, they see it as a personal threat; they have no incentive, 'they have no information about what is going on,' there is a lack of involvement, and because of overload.

   * Management needs to understand the three stages of change. The first stage is preparation. Management needs to prepare their employees, get them involved. Educate the employees, discuss the roles required, gather data, and have a vision statement. The second stage is implementation. Management needs to consider the people impacted. They will need to gather feedback, provide training and promote teambuilding. The third stage is the transition period. Management will need to evaluate what works, showcase success, share information, and have a renewal plan.

   * Change is an ongoing process.

3. Each project leader gave an update on their program.

4. Advisory Council members participated in small group discussions. See attached group discussion sheets.

5. The Council reconvened and each group responded to the topic they discussed.

6. The next Advisory Council meeting will be March 5, 1992 in Aurora. The Advisory Council was encouraged to submit any ideas they may have for luncheon speakers or topics of interest. One topic of interest expressed is where this particular group is going after the grant.

Statewide Advisory Council
Small Group Discussions
December 5, 1992

1. Company policies vary concerning paid/unpaid time or release time for training on basic skills. Participation in basic skills programs is usually voluntary and can vary in recruitment success.

What are some ideas for encouraging or motivating employees to participate in basic skills programs? What specific role(s) can company and education leaders play in stimulating interest among employees, or rewarding education for employees? (Thanks to recorder, Debbie Grandia, Pikes Peak Community College.)

I. Problem

- Employees are not "hungry" enough to make a change.
- Managers must determine what is in it for them if they make release time available for employees.
- Childcare can be a problem to some off hours.
- Are some managers threatened by degreed employees or employees trying to better themselves?
- Whole families employed by the same company are beginning to see the need for retraining.
- High level management must "buy into" this concept as well. Leadership by example is a very powerful tool! Management MUST take an active role.
- Must sell employees. What is in it for "Me?"

II. Possible Solutions

- Management must form the vision and then build a way to communicate that vision:
    - Must take time to determine what the job will look like in the future.
    - Must determine what the employee will look like in the future.
    - To get maximum buy-in from employees, they must help create this vision.
- Map out a complete public relations campaign to educate employees about workforce development.
- Word of mouth from successful participants.
- Schedule brown bag seminars on topics.
- Scare tactics in terms of job security; if you want to keep your job you need to...
- Develop a video of successful participants.
- Set up a deal with employees. Company donates one hour of company time for every hour of an employee's personal time.
- Announced amnesty for employees who have lied on job applications regarding their education.

STATEWIDE ADVISORY COUNCIL MEETING-12/5/91
NOTES FOR TOPIC 2

TOPIC 2:

From a leader's perspective, why would your business, labor, or education organization want to participate in a basic skills education partnership? What objectives do you and your organization have in mind?

Please be specific about expectations, opportunities, and obstacles that you believe inhibit or enhance resource-sharing in such partnerships.

PARTICIPANTS IN GROUP DISCUSSION:
1. Al Gurule
2. Marlene Hall
3. Dwayne Adkins
4. Maureen Lancaster
5. Diane Pugh
6. Anita De Marco
7. Loretta Mondragon

EXPECTATIONS:
1. Enhance employee math, reading and writing skills. Develop needed computer skills.

2. Increased education of employees would save time and money on company's part.

3. From a union perspective, would allow employees to move up in the company; job opportunities outside of the company.

4. Make for better employee.

5. Company would expect help with marketing training to employees.

6. Would provide new opportunities for colleges and its staff.

7. Would be learning process for both partners.

8. Would increase profitability.

9. Happier employees.

10. Improved attendance at workplace.

11. Improved quality of product.

12. Partnership will view project as a social contribution.

13. High number of employees served.

14. Increase enrollment in college; continue education.

15. Promotion of life-long learning.

16. Employer will share experience with other companies.

What can INHIBIT this partnership:

1. Self-esteem of employees can be effected by the NAME of the program. (Semantics: "literacy", "basics"). Consider changing name to "Workplace Training" or something to that effect. Must take care in the approach to employees.

2. Loss of workers to other businesses.

3. Cost of training. Is partnership more expensive than other sorces of training.

4. Training may be viewed as "low-level" by management.

5. Too much bureaucracy.

6. Employer may have unrealistic expectations.

7. Lack of understanding across public and private sector.

8. Limited time to assess benefits.

What can ENHANCE this partnership:

1. Company provides incentives.

2. Provide training on site.

3. Explain up front to employer how training will directly benefit their business. Need to educate both employer and employee to benefit of training. (Marketing).

4. Provide support services. ie. Child care.

5. Ability to educate partner to assure confidentiality.

6. Publicize successes. Testimonials.

7. Good job-based assessment, (valid, behavioral measures outcome based.)

8. Pilot project that demonstrates success.

Statewide Advisory Council Meeting - 12/5/91
Discussion Topic 3
Summary of Discussion

If business needs around basic skills are going to be served by partnerships with education suppliers such as community colleges, what can leaders say to one another to assure success of such joint ventures?

a. what message do educators want to send to business which will help the two entities form successful partnerships?

b. what do business persons want to say to educators about what they think will facilitate productive partnerships and build upon the credibility of community colleges to provide a solution for workforce learning?

1. Educate employers on need for basic skills training.

2. Assist employers in articulating basic skills needs.

3. Flexibility and quick response time by educational programs.

4. Clarity by educational systems on "what" they can offer.

5. ES should offer full services assessment - program evaluate academic advising.

6. Make training job related where appropriate.

7. Demonstrate whatever training you are providing is job related.

8. Voluntary participation.

9. Emphasize neutrality between education institution and employee

10. Coordinated efforts between educational institutions.

11. Confidentiality

12. Possibly offer cultural diversity training

Business needs to:

1. Describe what success is.

2. Educational institution needs to be honest on what they can and cannot do.

Topic 3 continued:

Additional comments:

Full service defined as assessment evaluation and curriculum design.

Why have a partnership? Many companies have been providing their own training programs, and presenting them very well. These programs usually do not include assessment or academic advising. The employee needs to be involved in education placement and career transition.

Why don't we train the unemployed? If we don't train our present employees, they won't have jobs. Surveys show future workforce is now in the workforce.

Training should not necessary be job related. Employee may want to be role model for kids. Employee can see gain for them not so much for company.

Voluntary Participation is the key to successful program. Learning centers should not be a part of the company. They should be very neutral. A place where the employee can discuss problems. This is a big plus for using education institutions. Assurance of confidentiality is felt more with an outside institution.

Marketing program to business should convey the message "Whatever is best for the employee" we will not use only our institution, but the one best suited for the employee.

Companies concerned about time on investment.

Education has to tell company details concerning measuring success, training and evaluating.

Education needs to be honest in outlining the amount of time it will take to see the results, i.e. employee moving up in the company, more involved, better skills to do the job, more self-confidence. Educator needs to be honest as to what they can and cannot deliver.

We do not help people understand why they need to improve. They also need to be made aware of incentives, i.e. tuition assistance program, time-off, and financial aid.

AGENDA
STATEWIDE ADVISORY COUNCIL
COLORADO WORKPLACE LEARNING INITIATIVE

Thursday, March 5, 1992
11:30 a.m. - 4:00 p.m.
Community College of Aurora
Aurora, CO

11:30 - 12:00 noon	Buffet Luncheon Served Program Update Summaries Distributed	
12:00 noon	Welcome	Larry Carter President, Community College of Aurora
	Introduction of Guest Speaker	Maryann Billington Director, National Workplace Literacy Program
12:15 - 1:15 p.m.	"Creative" Leadership!	Ms. Janice Brinson President, The Brinson Group
1:15 - 1:30 p.m.	Break	
1:30 - 1:45	Agenda & Topic Briefing	H. Clay Whitlow Vice President, CCCOES
1:45 - 2:45 p.m.	Small Group Discussions	
2:45 - 3:00 p.m.	Break	
3:00 - 3:45 p.m.	Group Responses & Discussion	
3:45 - 4:00 p.m.	Wrap Up & Plans for the June Meeting	Maryann Billington

March 25, 1992

Statewide Advisory Council Members:

The minutes from our March 5, 1992, Council meeting, held at Aurora Community College, are attached. Since we have a few action items forthcoming from that meeting, we are sending along these minutes rather than holding them for distribution at our June meeting.

First, let me wholeheartedly thank the participants in that meeting. We had an exciting and productive discussion on some critical issues!

With regard to one such issue, embodied in Topic 1 of the minutes, the Council concluded it would be appropriate for us to prepare a recommendation to the Governor's COACH Commission. Once composed, each of our Council members would affix his/her signature to this document.

The proposed recommendation is attached. **PLEASE REVIEW AND FORWARD EDITS TO ME BY APRIL 8, 1992.** With final edits, we will then make plans by phone with you to have you sign the recommendation.

Call me with any questions or concerns!

Sincerely,

Maryann Billington
Program Director

COLORADO WORKPLACE LITERACY INITIATIVE
STATEWIDE ADVISORY COUNCIL

March 5, 1992
Community College of Aurora

1. The meeting was opened by Larry Carter, President, Community College of Aurora. He welcomed everyone to the College.

2. Maryann Billington, Director, National Workplace Literacy Program introduced the guest speaker, Janice Brinson, President, The Brinson Group. Three intriguing exercises– Thinking Beyond the Nine Dots, Wheel Barrow, and Word Association–were used to set the stage for the next creative hour. During her presentation, she referenced two books: Uuh, Oh and If It Ain't Broke, Break It.

   Highlights from her presentation:

   - The majority of leaders tend to be convergent thinkers: logical, analytical, critical, evaluate, judgmental, only one answer, and view from an internal perspective.
   - She introduced the six hats for creative thinking as a technique for creative team building.
   - She challenged each of us to be divergent thinkers: non judgmental, quantity, external, talk, laugh, and to have a strategic intent (define a vision that is short and concise).
   - Surfs Up! She encouraged each of us to have a passion for what we are doing, follow the rules, no dare/no flair, expect to wipe out, never turn your back on the ocean, keep looking "outside," move before it moves you, never surf alone. (Copies of several of her slides are attached.)

H. Clay Whitlow, Vice President for Educational Service, CCCOES explained each of the discussion topics.

Two group were formed to discuss the two topics (each topic is explained on the attached notes from the small groups. The discussions continued for about 45 minutes.

The group reconvened to discuss the outcomes and recommendations of their group. An outline of each group's discussion is attached.

Maryann presented discussion topic 3 to the entire group. At the end of the funded program, an effective way to "showcase" or demonstrate this work to those who can learn from it needs to be identified. What do you believe would be appropriate? Results of that discussion are attached.

Maryann asked for topic and speaker suggestions for the next Statewide Advisory Council Meeting to be held June 4, 1992. Location for the next meeting will be forthcoming. It was suggested that the topic be "self-managed teams," with an emphasis on training needs. Several presenters will be invited to explain their experiences. IF ANY MEMBERS KNOW OF ANY ORGANIZATIONS WITH PARTICULAR SUCCESS WITH SELF-MANAGED TEAMS, PLEASE CONTACT MARYANN BILLINGTON. We will seek to include a variety of perspectives on this topic.

Discussion Topic 1
Statewide Advisory Council Meeting - March 5, 1992

Prepare a statement on basic education, continuing education, and work force training for adults which reflects the needs and issues of the representative of this Council. This feedback can help guide either or both of these initiatives. If the group agrees, it can be sent to both the COACH Commission and CCHE from the Statewide Advisory Council.

COACH - Set up a task force to study and make recommendations on adult learning and the full range of literacy issues to enhance economic development, workforce literacy, and education.

-access to educational opportunities
-basic adult literacy
-GED
-family literacy
-workplace literacy
-(re)training of universal job skills, i.e., critical thinking, problem solving, communication, teamwork
basic job skills
-statewide info network

Notes: Focus of existing state efforts seems to be K-12. Discussion suggests that they have an adult education task force, including workplace, family and adult literacy. It is speculated that addressing such issues would not require change in legislation.

-Change "adult literacy" to "adult learning" task force.
-Retraining for workers who have lost their jobs.
-Expanded definition of basic skills in the workplace.
-Existing Industry Training Program - funds administered by CCCOES & Governor.
-What is purpose of including GED? GED is a passageway to continue education, make more money; build self esteem.
-Help access to education opportunities; what policies are barriers to adult learning.
-Who would deliver message? Maryann, support from Corporate Literacy Network.
-Don't give commission too much info; keep it simple and "digestible."
-Already minimal funds for adult ed in Colo.
-Commission will not allocate further funds.
-Have task force investigate funding resources.
-Tie message to economic and workforce development.
-Keep variety of learning delivery, i.e. school districts, business, community college.
-Need to do more than "study" adult ed issues, also make recommendations.
-What should we say to CCHE about role of higher education in the issues faced by adults.
-Find out needs of business and community.
-Importance of certification - need it to get hired, but not once in; more emphasis.
-ISO 9000 International Standards of Operation - many in group had never heard of it; good and bad implications; will affect companies who have European markets.
-Respond to business needs - practical skills instead of emphasis on certification/degrees.
-Training that is adapted to specific company needs instead of business in general.

CCHE

-develop more formal partnerships with higher education and business.
-Foster greater cooperation among higher education institutions.
-Improve accessibility: greater outreach to individuals and business with flexibility in sites and scheduling of programs.
-Sensitivity to community needs.
-Focus on needs of small as well as large business:
    -type of training
    -length of training
    -emphasis on degrees

ISO 9000 - Economic Community standard implications for higher education.

Support R & D.

Discussion Topic 2
Statewide Advisory Council Meeting - March 5, 1992

If business and education are to benefit from the successes and learnings we have gained as a result of this program, what can be done, both locally and statewide to ensure "life after the grant" for workplace and workforce learning?

Please indicate actions and directions that community colleges, businesses, and other stakeholders can take.

Life After the Grant

1. Small probability of re-funding.

2. Define needs/expectations with partners and college. There seems to be a general consensus among businesses that the colleges want to have control of the literacy program and do not view it as a partnership.

3. How do you define and quantify results in teams of productivity increase? Companies are having a difficult time evaluate results of the program to date. This makes it difficult to approach management to make a financial investment in future programs. This may be measurable later.

4. Will partners invest their own funds if benefits are quantifiable?
In Pueblo, the idea for continuation the program will be a shared responsibility of the employees (give $1.00 out-of-pocket), and the company matching the employees contribution.

5. Consortiums of large/small partner corporation?
The idea of bartering was suggested as a means of support.

6. Convert some/all curriculum to (FTE) credit and qualify for state funds?

7. "Educators need to see corporations as customers and can make money"

8. Possibility of larger partners subsidizing smaller corporate budgets.

9. Redefining workplace learning scope: will corporations fund the expanded concept?

10. "Do something other than the cash-funded contracts, and grants will follow.

11. Offer higher-level high-skill classes?

12. Present "skill-pool" to a variety of corporations - savings.

13. "Academic advising" function. Valuable part of the program.

14. Lifelong learning - Many employees do not see the value of continued education.

15. Trainer/training.

Discussion Topic 3 - All members
Statewide Advisory Council Meeting - March 5, 1992

At the end of the funded program (September 30, 1992), an effective way to "showcase" or demonstrate this work to those who can learn from it needs to be identified. What do you believe would be appropriate?

-Employees/employers involved.

-Living presentation.

-Exposition:
  - -Video on program.
  - -Adult Festival of Learning/Education Expo.
  - -Adult Literacy Commission and Corporate Literacy Network - may be willing to sponsor.
  - -Public display "travelling" - Pueblo, Colorado Springs, Denver.
  - -Use Site Advisory Boards to gather ideas.
  - -PBS - Sites.
  - -Focus on "teams" - into exchange on teams.
  - -Benchmarking.
  - -US West and CCCOES partners in the funding of this; possibly CDE.
  - -Include other US DOE literacy programs.
  - -Audience of business, education and community.

AGENDA
STATEWIDE ADVISORY COUNCIL
COLORADO WORKPLACE LEARNING INITIATIVE

Thursday, June 4, 1992
11:30 a.m. - 4:00 p.m.
Community College of Denver

11:30 - 12:00 noon	Buffet Luncheon Served Program Update Summaries Distributed	
12:00 noon	Welcome	Dr. Byron McClenney President, Community College of Denver
	Introduction of Speakers	Maryann Billington Director, National Workplace Literacy Program
12:15 - 1:15 p.m.	Self-managed Workteams *Details Attached*	Dr. James Browne AT&T Denver Works Workteam XEL Communications Workteam
1:15 - 1:30 p.m.	Break	
1:30 - 1:45	Agenda	Maryann Billington
1:45 - 2:15 p.m.	Labor's Perspective on Workplace Learning	Dwayne Adkins, SAC Executive Director, Labor's Community Agency Ken DeBey Program Coordinator AFL-CIO
2:15 - 2:30	Update: COACH Letters & "Showcase"	
2:30 - 2:45	Break	
2:45 - 3:30	Topic Briefing & Small Group Work	
3:30 - 3:45 p.m.	Group Responses & Discussion	
3:45 - 4:00 p.m.	CCCOES Greeting	Jim Raughton Vice President, External Affairs
	Wrap Up & Plans for September Meeting	Maryann Billington

SELF - MANAGED WORKTEAMS:
FORMULAS FOR SUCCESS

> "IF YOU DON'T ALREADY HAVE THEM–YOU'LL WANT TO KNOW HOW THEY'RE REVOLUTIONIZING THE WORKPLACE. WHY THEY'RE PRODUCING UNBELIEVABLE RESULTS IN QUALITY AND PRODUCTIVITY IN COMPANIES THAT USE THEM."
>
> *Succeeding as a Self-Directed Work Team*, Bob Harper & Ann Harper, MW Corporation, 1990

Panel Presentation to the Statewide Advisory Council, June 4, 1992, 12:00 - 1:15 p.m., Community College of Denver, Auraria Campus.

Overview & Facilitator - **Dr. James H. Browne, Associate Professor of Management, University of Southern Colorado**

James Browne is Associate Professor of Management at the University of Southern Colorado. He earned his Ph.D. in Industrial Relations from the Institute of Labor and Industrial Relations at the University of Illinois, In addition to teaching, and conducting research, "Jay" has owned and operated several small buisnesses such as a bed & breakfast, antique shop, exercise studio, and real estate brokerage. Professor Browne is a consultant and trainer to businesses on implementing quality and total quality management as well as teamwork.

AT&T, Denver Works -
(large manufacturing shop)

Phylis Edwards, Director of Public Relations and Training

James Fisher, Work Team Employee

XEL Communications -
(small manufacturing shop)

Julie Rich, Vice President of Human Resources

John Puckett, Vice President of Manufacturing

Work Team Employees:

Margaret Johnston
Jim Smith
Betty Simpson
Teri Mantooth
Joni Webb
Kim McGrew

Lacy Barker
Scott Tirone
Becky Apodaca
Mark Hart
Ed Apodaca
Jannett Pacheco

IV. B. Curriculum and Instruction Committee

This committee which was comprised of curriculum experts, while uncertain of how it could offer feedback to rapidly moving site projects, shifted its focus to overall guidelines. It members, noted on the following list, produced *quality guidelines* for evaluating curriculum, a survey for *Best Practices of Workplace Learning* for the projects (completed versions included in *VIII. Learnings*), *Creating a Workplace Learning Program* which captures the site learning, and a new role definition for the next grant program. This products are all included in the following pages of this section.

NATIONAL WORKPLACE LITERACY PROGRAM
CURRICULUM AND INSTRUCTION COMMITTEE

Betty Armstrong Testing Center Coordinator/Counselor	Pikes Peak Community College 5675 S. Academy Blvd.-Campus Box 27 Colorado Springs, CO 80906	FAX 719-540-7614 Work 719-540-7130 Contact Person: Jennifer 719-540-7113
Maryann Billington	Nat'l Workplace Literacy Program CCCOE One Commerce Center, Suite 103 7222 Commerce Center Drive Colorado Springs, CO 80919	FAX 719-593-2709 Work 719-593-2717 Contact Person: Sherry Hermann 593-2707
Bob Bernal Trustee Local 2102 USWA	2114 East 7th St. Pueblo, CO 81004	FAX None Work 719-564-8600 Home 719-544-8183
Edward Bock Career Consultant	Career Services Center U S WEST Communications 1005 17th Street, Room 430 Denver, CO 80202	FAX: 303-896-1945 Work: 303-896-2549
Anita DeMarco	AT&T Denver Works/ETOP Learning Center 1200 W. 120 Ave. Westminster, CO 80234	FAX 303-538-2418 FAX 303-289-1044 AT&T 303-538-3226
Joan Foster, Ph.D. Associate Dean of Arts and Sciences	Metropolitan State of Denver P.O. Box 173362 Campus Box 37 Denver, CO 80217-33627	FAX 303-556-4941 Work 303-556-3215 Contact Person: Maria Garcia
Mary Gershwin LEP Project Director	688 West Frement Dr. Littleton, CO 80120	FAX 303-347-0952 H. Phone 303-794-4584
Debbie Grandia	Pikes Peak Community College One Commerce Center, Suite 103 7222 Commerce Center Drive Colorado Springs, CO 80919	FAX: 719-593-2709 Work: 719-593-2752 Work: 719-593-2731 Contact Person: Sherry Hermann 593-2707
Nancy Jackson, Ph.D. Customized Training	Community College of Aurora 16000 E. CentreTech Pkwy Aurora, CO 80011-9036	FAX 303-360-4761 Work: 303-361-7428 Contact Person: Linda Freund 303-360-4797
Chris Kneeland Director	Workplace Basic Skills Program 1745 Concord Dr. Fort Collins, CO 80526	FAX: 303-493-8544 Work: 303-221-2950
Leta Levett Education Project Leader	Digital 301 Rockrimmon Blvd. South Mail Stop CX02-2/G98 Colorado Springs, CO 80919	FAX: 719-548-2880 Work: 719-548-3301
David Moore	Community College of Aurora 16000 E. CentreTech Pkwy Aurora, CO 80011-9036	FAX: 303-360-4761 Work: 303-361-7429
Kimberly Phelps Assessment Coordinator	Pueblo Community College 900 West Orman Ave. Pueblo, CO 81004	FAX: 719-543-7566 Work: 719-549-3352
Mary Poppino	Community College of Denver P.O. Box 4007 1111 W. Colfax Ave. Denver, CO 80204	FAX: 303-556-8555 Work: 303-3556-2146
Diane Pugh	Hewlett Packard 1900 Garden of Gods Road Colorado Springs, CO 80907	FAX: 719-590-3104 Work 719-590-2406
Sally Robinson Director/Administrator	2707 Cherly St. Fort Collins, CO 80524	FAX: 303-221-6398 Work: 303-221-6748 Contact Person: Julie Lupien
Eleanor Smith	Pueblo Community College 900 W. Orman Ave. Pueblo, CO 81004	FAX: 719-544-1179 Work: 719-549-3252
Malcolm Shaw Curriculum Coordinator	Community College of Denver P.O. Box 4007 1111 W. Colfax Ave. Denver, CO 80204	FAX: 303-556-8555 Work: 303-556-2146
Cathy Ver Straeten	2801 West Lake Street Fort Collins, CO 80521	FAX: 303-221-2773 Work: 303-493-4439
Essica Williams	Pikes Peak Community College One Commerce Center Bldg., Suite 103 7222 Commerce Center Drive Colorado Springs, CO 80919	FAX: 719-593-2709 Work: 719-593-2710 Contact Person: Sherry Hermann 593-2707
Miriam Zappanti Lead Instructor	Trinidad State Junior College Trinidad, CO 81082	FAX 719-846-5667 Work 719-846-5011

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3. Guidelines for Evaluating Curriculum were created:

EVALUATION GUIDELINES FOR WORKPLACE LEARNING: SELF-PACED, VIDEO, COMPUTER-AIDED INSTRUCTION, CUSTOM PROGRAMS, PACKAGED, "CANNED," PROGRAMS

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adult-oriented
accessible
readability
modularized with checkpoints for assessment
functional/not academic
user's guide
correlates to learning objectives
affordable (group discounts)
cost effective
hardware compatibility
variety of practice and applications: e.g. interaction, role play, discussion
balance of activities
accountability for various learning styles and value systems
format: white space, pictures, professional, user-friendly, multi-cultural, both genders
content multi-cultural and androgynous
successful pilot of product
background of author
different levels in a series
range of subjects from the same publisher
new editions obtainable at a reasonable cost
diagnostic/placement component available
mechanism for student evaluation and instructor evaluation

The next meeting of the committee will be held on Tuesday, February 18, 1992. Anita DeMarco will host the meeting and will announce the location in Denver at a later date.

Thanks for your good work!

Best Practices of Workplace Learning

Please respond to the following questions. Your answers will help the next workplace learning workshops. You will receive the results when the answers have been compiled.

Demographics:

1. How many participated in the process? ____________
2. Were the participants in your program on work release time or their own time? ____________________
3. What was the average employee level? (ie. technician, manager,) ____________

   What job categories were involved and how many of each?

4. What percent of the participants were English as a Second Language? ___________
5. What percent of the participants were Male ? _____ Female? ____
6. What was the ethnic mix of the participants? ______________________
7. What was the age range of the participants? ____________________
8. What was the average number of years of employment at the sponsoring company for the participants? ______________________________
9. What was the average educational level of the participants? __________
10. How did you deterimine who would participate?

Curriculum

Assessment

1. How were courses determined?
2. What needs assessment tools or strategies did you use to assess training needs?
3. How did you assess participant skill levels?

Curriculum

Assessment

1. How were courses determined?

2. What needs assessment tools or strategies did you use to assess training needs?

3. How did you assess participant skill levels?

Implementation

4. How were participants enrolled? (i.e. volunteer, mandated) ______________

5. What percentage of target population were involved? ________________

6. How many participants were in an average class? ____________________

7. Did you develop your own materials or use commercial resources?____________

8. Did you use any special techniques to motivate students? Describe how you motivated reluctant students.

9. What specific tools or resources did you find helpful?

10. What courses were taught?

11. How much average time per course?_____________

Evaluation

12. What was the average training time per employee?

13. How was performance of participants evaluated?

14. How well did participants perform based on above evaluation?

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15. What was your greatest success?

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CREATING A WORKPLACE LEARNING PROGRAM

EXECUTIVE

OVERVIEW

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Background

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This handbook has been prepared as part of the 1991-92 Colorado Workplace Learning grant project. It is not intended to be exhaustive, but to give the Human Resources department of the smaller business a simple guide to establishing Workplace Learning as a permanent and important part of corporate life. Workplace Learning is not entirely new; major corporations have had programs in place for years. Until the beginning of the 90s, however, corporate training in service and manufacturing companies, both in-house and external, has generally been directed at management, rather than the shop-floor.

Workplace Learning is intrinsically different from Management Training. It is possible that many of the same skills will be taught; "soft" skills such as Team Leadership, Project Management, Problem Solving, Critical Thinking and Reasoning skills, Communications and Stress Management have formed part of the executive curriculum for years. But where Management Training may follow a standard path, raising communal skill levels among the management cadre, Workplace Learning is essentially a custom product; it varies according not only to the type of corporation but to the characteristics of the individual to whom it is directed. Management Training helps the management team function more efficiently; Workplace Learning helps the individual to perform better. It is custom-designed, responding to the needs of workers as established by the workers themselves. There is a wide diversity in shop-floor educational requirements and threshold skill levels. Ethnically, linguistically and experientially, our work-force is more diverse than ever before. A more dynamic approach is called for to address its needs than that used for traditional corporate job training.

This booklet coalesces the experience gained in an eighteen-month project in Colorado. Six Community Colleges, in combination with the Colorado Community College Occupational Educational System and the Federal Department of Education, established Workplace Learning programs in a variety of corporate settings. These ranged in size from Colorado's "Baby Bell" company, US WEST Communications, and AT&T's Bell Laboratories, whose combined work-force numbers in the thousands, to a health club with six employees. Within the corporate "mix", there were unionized companies as well as non-union, and companies with an almost entirely female craft-level staff, as well as those with a fairly even mix of genders. There were also companies with traditional top-down management structures, as well as team-oriented, metanoic corporations. Manufacturing and service sectors were evenly represented, as were both the public and private sectors.

Our findings, over an eighteen-month period, were as expected; that every case is *sui generis*, that each company needs a program specially created for it and that not all programs are as effective or as successful as we would like them to be. There are, however, in any successful Workplace Learning program, a series of attributes which are indispensable to its success. What follows is a description of these attributes, where they fit into the plan, and how even the smallest business can implement its own Workplace Learning scheme with minimal outlay and every chance of success.

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Pre-conditions for success

A business has, as a primary function, the generation of revenues, from which come profits, by which the business survives. Revenue comes from customers. The business of business, therefore, is the procurement, maintenance and nurturing of a viable customer base. No more, no less.

1. **Training given to any individual, which helps to gain new customers or keep old ones, is worthwhile and profitable. Any other training is a waste of effort and corporate resources.**

However bald and unpalatable the above statement may be, it is the yardstick by which the small business owner or operator must judge the advisability of creating a program such as this. It is a simple enough yardstick for most CEO's to use; give the right skills to the right people at an affordable cost, and quality improves, morale improves, the product improves and the customer base is happier. Happier customers buy more products. Workplace Learning affects the bottom line for the better, as long as the Project Leader keeps in mind that skills need to be taught, which help get and keep customers. Once the CEO has this picture clear and endorses it, the first pre-condition has been fulfilled.

2. **For there to be any chance of success, the owner/CEO of the corporation must be convinced of the value, supportive of the concept and directly involved in the implementation of the program.**

The experience the entrepreneurs of this nation have gained in competition with Far Eastern manufacturers in recent years has taught us that the craft-level work-force, the shop-floor, holds the key to international competitive excellence. This largely untapped vein of innate American product knowledge and manufacturing skill can hone or blunt the competitive edge of a corporation, depending on a variety of factors. Amongst these are worker attitude, company loyalty, awareness of company goals and vision, personal skill levels, trainability, job security, customer awareness and a variety of others. These affect whether the product the customer receives meets expectations, far more than does the traditionally accepted "carrot" of compensation-based incentives. Analysts such as Tom Peters and Edwards Deming have emphasized many times over, that "quality" lies in the skills and attitudes of personnel, not in control or inspection of the product itself. The key, therefore, to improved "product", whether this is a manufactured item or a service, lies in a "buy-in" to certain achievement objectives by all corporate levels, rather than rigid enforcement of inspection or other standards. In order for the "buy in" to be meaningful, all levels must be able to understand the objectives in the first place. They must also be cognizant of the fact that they make a difference in whether the company survives or not, by the sincerity of their commitment. The third pre-condition for a successful Workplace Learning program, therefore, is one of ownership and teamwork.

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3. **The prospective participants as well as management, unions and all bodies which influence the corporate "process", must have a voice in and accept ownership of the program.**

Given the fulfillment of this pre-condition, there is a strong chance that the participants in the program will accept the idea as a company benefit of their own making, rather than "yet another" management stricture, imposed from the top down. The concomitant psychological benefits, the sensation of being part of the corporate team, rather than a cipher; the feeling that the company is investing in the individual, which augurs well for the future, and the feeling that personal shortcomings in terms of learning are something to remedy rather than hide, all potentially modify the quality of the product, the corporate bottom line and the customer's satisfaction, all to the corporate benefit.

Purpose of the Program.

Statistically-based production methods used and applied by our trade competitors in the Far East, taught us where to apply our efforts, in order to save a deteriorating industrial situation. Tom Peters, in "A Passion for Customers", refers to the years 1946-1973 as "the great American Winning Streak; 28 wins, no losses, but all by default". From 1973 onwards, Peters maintains, we lost ground each successive year in the manufacturing sector, because our competition was learning and we were not. American manufacturers were content to follow a traditional production methodology of using a largely unskilled and semi-skilled work-force to create a quantity of product which was largely at or above specification, weeding out that part which was below specification by in-process and final inspection (Fig. 1). Industry critics such as Vance Packard and Ralph Nader pointed out the defects in this thinking and foretold its demise. European and Far-Eastern competitors, using the methods of Deming and others, have surpassed this thinking, both in product and marketing, to the cost of both our industrial structure and our foreign trade balance. The difference between traditional and 20th.-21st. Century production philosophies lies in the role of the workplace personnel. Henry Ford regarded the assembly-line worker as a machine to bolt pieces onto a frame. If a change was needed, it was made somewhere between the board-room and the production manager's level and implemented by a line foreman. Sometimes the "machine" worked well, at other times less well, but the cars were built and the final inspection made sure that the product leaving the factory was more or less acceptable. After the Second World War, however, came the realization that the corporation possessed an untapped inventory of skills on the shop-floor. The work done by Ford's flesh-and-blood "machine" could in fact be done by a real machine of steel and electronics. What was more, it could be done consistently and efficiently, eliminating the "Monday car" characterized by Hailey in "Wheels". The assembly-line worker was now free, not only to tend the robot producing the vehicle, but to make on-the-spot production decisions, using learned skills and experience. By being aware of their importance in the final product and by accepting the level of skill and learning necessary to function in a "technified" environment, the work-

TRADITIONAL

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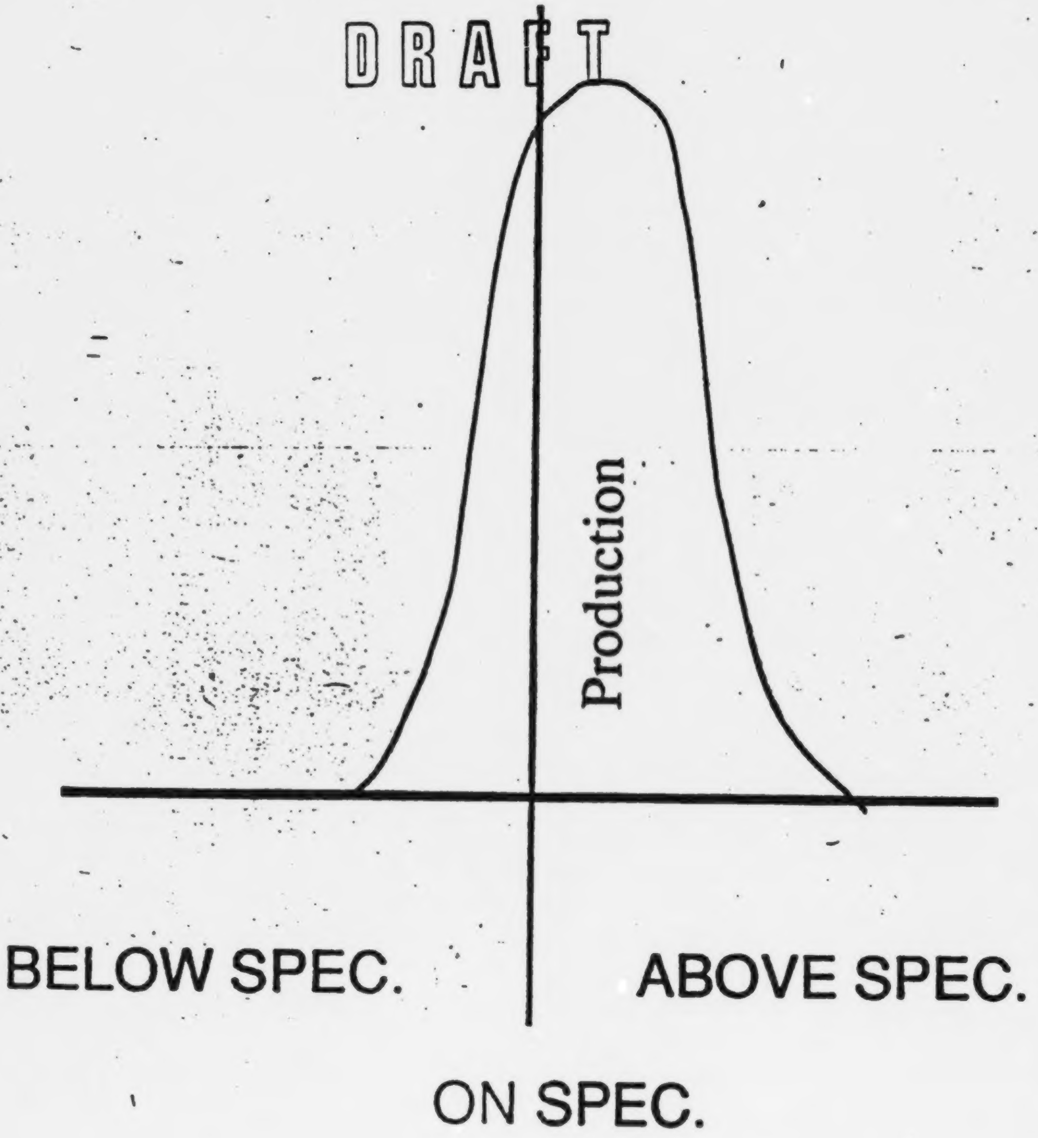
Production
BELOW SPEC.
ABOVE SPEC.
ON SPEC.

Fig 1.

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force "bought in" to the progress of the company, the quality of the final product and their dependence for continued employment on maintaining that quality level. The result was an adherence to a new quality standard (Fig. 2) based on the idea that "quality" does not lie in the level of final inspection or even in the product itself, but in the skill levels of corporate personnel. By providing workplace education, therefore, the corporation creates a synergic partnership; the corporate customers benefit from something close to perfection in terms of the product and the employees enjoy job security and enhanced self-worth and skill marketability.

Global Goals for the Program.

The goals for any workplace education system include as a basic premise Article 5 of President Bush's undertaking in the Workforce 2000 manifesto, that of total literacy in the American workplace by the end of the century. Simple numeracy and literacy apart, however, there are other goals, which promise, if anything, a more beneficial outcome for national productivity, if achieved.

- The ability of all corporate personnel to comprehend basic economics, that their contribution to the quality of the product and to customer satisfaction are the assurance of job security; not seniority nor the relative size of the employer corporation.
- An understanding on the part of all workers, of the effect that their function has on the final product, and the effect that enhancing their skills and education will have in enhancing both their function and the product.
- The ability of workers to bring enhanced communication, critical, logical and problem-solving skills to the workplace, where they can be used efficiently.
- An enhanced capability for workers to manage problem and change situations in a rapidly-evolving industrial milieu, including self-directed work teams and retraining situations.

Challenges for the Present and Future.

A 1991 study showed:

- One-tenth of the American work-force is functionally non-literate and/or non-numerate.
- 30% read at the 4th.- 5th. grade level.
- Most technical or instructional material is written at 8th. - 12th. grade reading

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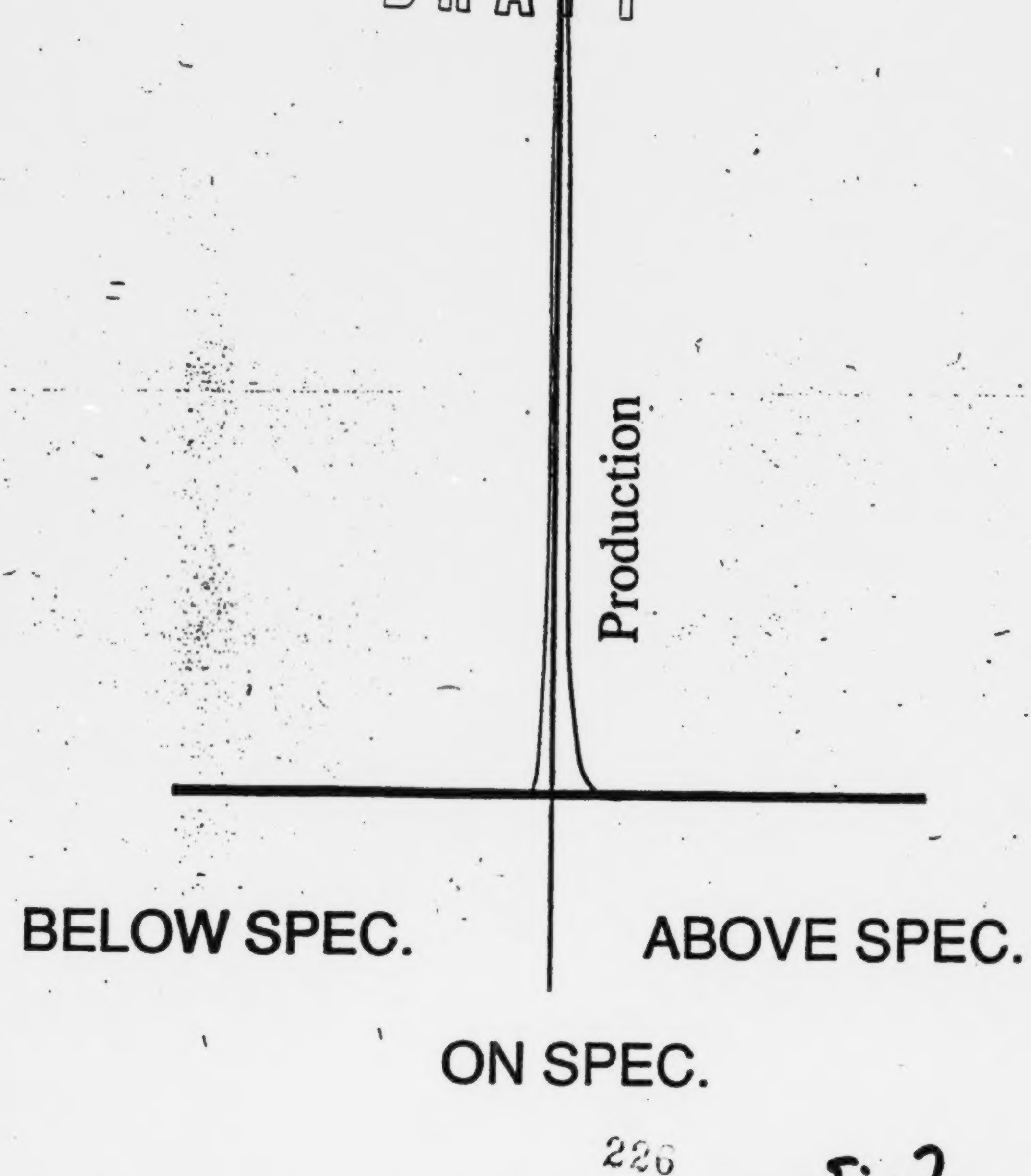

Fig 2

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level. Thus, not only productivity suffers, but safety standards may be jeopardized, because of poor basic skills.

- 70% of unemployed persons are functionally non-literate and/or non-numerate.

The future offers a worsening situation:

- We are part of an aging population. The labor pool is beginning to decrease numerically. Skill levels are also dropping. There will be fewer qualified applicants for future jobs and employers will be faced with the choice of competing for available skills or creating a program to instill those skills into workers who do not already possess them.

- The situation will be further exacerbated by a low skill threshold. Many persons in today's work-force lack the skills to learn. These skills need to be taught, before any improvement in performance can be expected.,

- As long as these problems persist, poor and erratic job performance will plague the workplace. Safety problems will also continue.

- Our industrial base has become subject to rapid and dynamic change. Poor workplace skills will decrease industry's ability to react to market stimuli.

- The illiterate or innumerate worker, isolated by personal feelings of shortcoming, will continue to "build walls", protectively. He or she will be difficult to integrate into a team situation and will hinder rather than help the corporate process.

- The same tendencies will render it difficult or impossible to retrain this type of worker to fulfill other functions. Problem and change management will become a gargantuan task.

The Workplace Learning Program you institute in your company, therefore, needs to address not only present tendencies but future problems also. Workplace Learning is a commitment, not to fight fires today, but to provide a conducive learning situation which benefits both worker and corporation, for the entire life of the company.

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PUTTING THE PLAN IN PLACE

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Implementation Objectives.

- Assess skills needed as seen by employees as well as those indicated by management.

- Align the results of the needs assessment and the program/curriculum which evolves from it, with the corporate business plan, mission statement, vision statement and goals. Remember that a *sine qua non* of the program is CEO involvement. A learning program will only, and indeed should only be endorsed insofar as it helps the corporation get and keep customers!

- Establish and quantify the relevance of the results you expect to obtain in terms of quality/production/customer satisfaction enhancement. Some "unturned stones" may be a decrease in absenteeism; better "on-the-fly" decision making; increased output because of improved worker morale. Where this program has been successful, it is perceived by workers as a tangible benefit of employment.

- Design a curriculum which addresses the needs above, yet is palatable and enjoyable to prospective students. Get help, if you lack the necessary expertise. A large amount of help may well be forthcoming from Community Colleges, Trade Associations, Professional Societies and Chambers of Commerce, if you take the trouble to ask. Make the curriculum as unlike on-the-job training as you can.

What you need to end up with is a system which looks somewhat like the schematic diagram (Fig. 3), which addresses the basic needs, from teaching learning skills, through the elementary skills, reading/writing/math, to a variety of "soft" skills such as problem solving and stress management, previously unavailable to the shop floor worker. The ideal is a broad "spectrum" of available programs, which the worker can "plug into" at any level, without fear of being "branded" as inadequate or, for that matter, over-aspiring.

Implementation Plan.

- Start by gaining senior management/CEO's active commitment, endorsement and participation in the program, its implementation, committees, etc.

- Create a steering committee made up of representatives from all sectors; top management, middle management, supervisor, craft and union elements. Put together this committee using useful skills, commitment and competence as admission criteria. Avoid the pitfall of selecting people by seniority or "because they're the ones who have the time".

- Create assessment tools for all employees at all levels, using simple English and

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logic, or select from the variety of excellent proprietary surveys available. A sample preliminary survey and Needs Assessment used successfully in the Colorado Project is available in Appendix A.

- Publish the results of the Needs Assessment and surveys to the steering committee and invite their input, so that modifications can be made prior to re-surveying.

- Re-survey the entire corporate population every six months, and react to changes and modifications suggested by the surveyed population. Be seen to be responsive to the shop floor above all other sources of change.

- Create a broad-spectrum curriculum to address corporate needs as well as perceived workplace needs. Where there is a conflict, modify the curriculum to conform to corporate objectives, while serving workplace participants. Make the curriculum and material attractive, dynamic and useful. It is of primary importance that the worker participant gain a sense of moving forward, having invested personal time in the project.

- Carefully select texts, material and curriculum for workplace applicability and significance. **Poorly-literate adults will not respond well to texts used in teaching children to read. Students learning workplace Spanish have little use for texts which concentrate on objects seen on the street in Argentina.**

Implementation Method.

- Create a physical workplace learning area. It does not have to be luxuriously appointed; the required amount of seating and basic audiovisual teaching aids are the only indispensable attributes. The location should, however, be central, visible and accessible to the entire employee body. It should also be clean, bright and conducive to the learning process. "The box room that nobody's used for years" will not work. Bear in mind that the workplace learning center is meant to be, and will be, perceived as a company benefit. The measure of how much the company cares about the employee, relates as much or more to the surroundings provided, as to the quality of the instruction delivered.

- Design a curriculum of varied content and duration, with a blend of various types of courses from each of the categories in Fig. 3. Steer a course towards "workplace applicability" rather than "job-orientation" or overt "remedial education". In general, we find it easier to commit to something we regard as a task rather than a project. As far as possible, therefore, the curriculum should be "spiced" with interesting, attractive, short courses of 2-4 hours on subjects of immediate interest, such as leadership skills, problem-solving, money management, personal health, as well as more traditional math, writing, reading and computer

THE IDEAL SOLUTION

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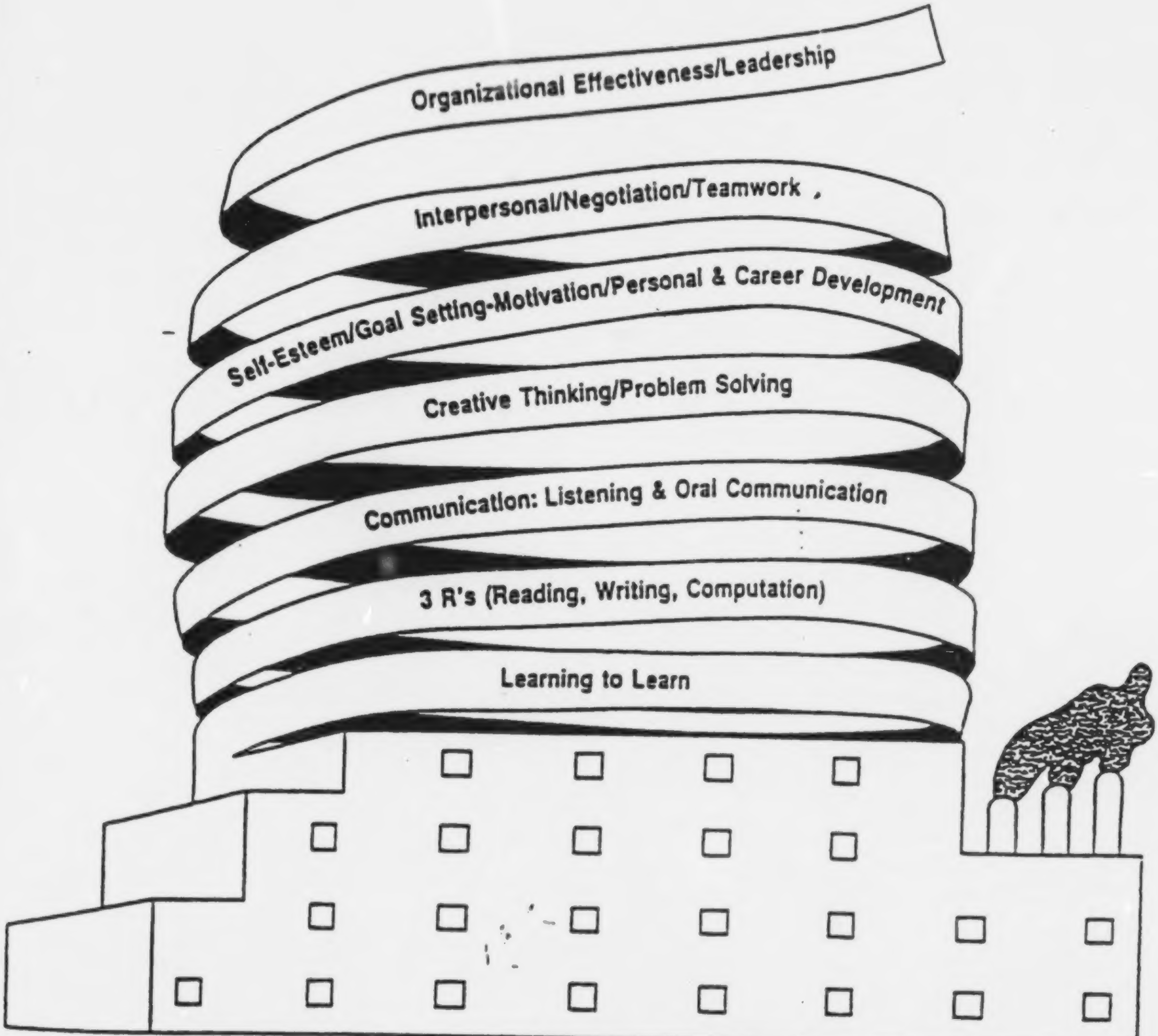
NO LONGER JUST THE 3 Rs...


Organizational Effectiveness/Leadership
Interpersonal/Negotiation/Teamwork
Self-Esteem/Goal Setting-Motivation/Personal & Career Development
Creative Thinking/Problem Solving
Communication: Listening & Oral Communication
3 R's (Reading, Writing, Computation)
Learning to Learn

Source: Carnevale, Gainer, Meltzer - "Workplace Basics": ASTD, 1988

PLUS COMPUTER SKILLS ... Fig 3

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skills, which may take more time.

- Make up a class schedule which addresses timing and convenience constraints. It may be that classes which take place immediately before the shift starts, may be popular. Other workers may prefer to stay behind after work. This kind of fact-finding needs to be part of the preliminary survey, but the schedule needs to be sufficiently flexible to react to changing workplace needs. If the company needs to "ramp up" production at short notice, there may be a sudden change of priorities. Survey structure, committee structure and schedule structure need to be flexibly designed in order to accommodate these needs.

- Monitor attendance and pay close attention to student evaluations. Draw anomalous situations to the attention of the steering committee and seek remedies. If there is a "dropout problem" in one or another course, find out why. The program will quickly lose credibility if it is seen to be non-dynamic; instead of being seen as a benefit, it will be viewed as yet another corporate imposition, or worse, another brilliant boondoggle on management's part.

- The curriculum needs to be modified constantly, to respond to worker needs and demand; however, the temptation to concentrate on the most popular types of course at the expense of all others should be resisted. Computer courses, for example, are generally heavily subscribed. A preponderance of technical courses, however, may daunt the resolve of prospective students whose interests lie in improving English or critical thinking skills, if the general perception of the department's offerings is that "it's just for people who know computers".

- Respond to the demand for special types of course. The worker needs to be assured that the department is there to help individuals and that personal needs are respected. There may also be particular characteristics in your corporation such as special safety needs, unique linguistic population or groups with special interests, whose requirements can and should be addressed.

- Resist the temptation to "combine" your classes with those of other corporations. The project should be seen by employees as a customized "local" corporate benefit. This feeling of exclusivity, that your corporation provides something out of the ordinary for its workers, is of great value for employee morale. It is wise also, to keep Workplace Learning departments on-site and hence "local" even when there are different sites belonging to the same corporation. Each city or each office complex needs to have its own department and steering committee to reinforce the fact that individual, local needs are being addressed.

- By all means rely on outside help for curriculum and training. Put in place, however, a program to train corporate trainers in apposite situations. Balance is the name of the game: employees will listen to outsiders and respect what they say, but input from someone who is aware of how the business works and what the "inside" needs are, is indispensable in some situations.

Evaluations and Assessments.

Continuous evaluation of the progress of the program is an essential component. Response to those evaluations and use of the feedback to modify the course of the project is another.

- Each registrant in each course should evaluate it for content, relevance, usefulness and instructor competence, immediately following the delivery of the course. This evaluation should be anonymous. Equally important is the concept that "non-finishers", those who abandoned the course in mid-stream, should also be polled for the same information. If significant amounts of participants leave the course for personal reasons, remedial action needs to be taken. Just as important, if participants are leaving because of work constraints or emergencies, the program structure needs to be modified or action needs to be taken to remedy the problem. Sample evaluations are provided in Appendix A.

- Periodically, typically every six months, the entire program populations is asked to evaluate the entire program on a usefulness, applicability, relevance and personal benefit basis. This evaluation may or may not be anonymous, at the choice of the participant.

- Concurrently with participant assessment, top-level management should evaluate the benefits being derived from the program. These factors should be measured in terms of tangibles:

  Increased Production
  Increased Quality
  Improved Attendance
  Improved On-time Deliveries
  Decreased Downtime
  Decreased Customer Complaints
  Better Safety Record
  Reduced Waste

  as well as anecdotal information:

  Improved Morale
  Improved Customer Service
  Worker Perception of Program Benefit

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Improved Corporate Image
Worker Enrollment in Other Further Education

These findings need to be communicated company-wide, in the form of a progress report. Attractively presented (NOT in the form of a management notification or general memo), in simple 6th-grade English, newsletter style, consisting of four or less pages, this information should be clear, upbeat and motivational.

Where To, From Here?

"The journey of a thousand miles begins with the first step." Your local Community College or other local learning institutions, as well as other companies in your area with existing Workplace Learning programs, can be of enormous help in assisting you with the start-up. You might approach your local Community College for assistance with:

- Initial Needs Assessment
- Initial Curriculum Recommendations
- Development of Curriculum and Materials
- Instructor Sourcing
- Development of Individual Education Plans for each course participant
- Data Collection methods
- Representatives for your Advisory Committee

You will need, to start with, executive-level commitment for the following cash-and-kind outlays:

- Adequate, dedicated Training Area (see "Implementation Method", above)
- Audiovisual equipment and aids:
    - White- or blackboard
    - VCR/monitor
    - Overhead projector
    - Slide projector and screen
    - Texts, workbooks and materials
    - Computers and Software Licenses

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You will also need to put in place the following non-cash commitments from the same level:

- Workplace Learning, as part of the corporation's goals, objectives and policies, not on a trial basis but as a long-term commitment. We cannot reiterate too often that CEO-level, active commitment can make the difference between success and failure.
- Help at the departmental level with recruitment, scheduling flexibility and moral support.
- Time and resources, to enable you to manage the logistics of the program adequately.
- A set of criteria by which the on-going success or otherwise of the program can be measured. Bear in mind, as stated in the first segment, that Workplace Learning needs at all times to be viewed as a profit center rather than a cost center. Its justification needs to be self-evident in terms of helping the corporation get and keep customers. This, with the criteria set at the top level, may protect the program from being eliminated as an unnecessary "worker frill", at some short-term managerial whim.
- A flexible infrastructure which enables the pre-testing, needs assessment, post-testing and evaluation process to proceed, without adversely affecting the business of business.

What Can We Expect?

As outcomes from the project, the corporation can expect to impact the following areas:

- Productivity increases
- Employee retention
- Better job performance
- Fewer safety-related accidents
- Better worker ability to meet workplace changes

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- Increased worker versatility
- Improved internal communications at all levels
- Improved job attitude and morale
- Improved understanding in conflict resolution
- Less confusion with responsibilities and assignments
- Improved attendance
- Improved customer satisfaction
- Improved customer perception

Let us re-emphasize that to achieve "all of the above", the program can not be implemented with half-measures or half-heartedly. All the elements: executive commitment, union support and representation and employee awareness all need to be present. A committed and competent task force, which represents all interests in the corporation, needs to meet regularly and apply a common effort to implement a common plan. The "buy-in" of all parties is essential. What will be achieved if the job is done properly, is a program which will make the corporation a community asset, a learning program tailored to the specific needs of its workers. It will boast a "real-life" curriculum which addresses real needs. It will be seen as something which makes this corporation a great place to work and will serve to bond all employees to the corporation's mission.

Information Sources.

Following is a list of participants and Project Leaders in the Colorado Workplace Learning Project. Each of these individuals is prepared to share experiences and advice on a consulting basis, by telephone, free of charge, subject to availability. You are welcome to make use of this offer, for a period of up to a total of one hour. Contact with any one individual must be limited to a twenty-minute maximum.

We wish you success with your Workplace Learning program!

✓ schedules: *before or after work hours, during work hours, split time, open*
✓ *entry & exit*
✓ locations: *on site, learning centers, union halls, community*
✓ *college/community space, mobile space*
✓ How should program be funded?
✓ identify resources: partners' contributions, shared resources with other sites.

✓ **Implementation:**
✓ *ongoing quality checks*
✓ *customer (worker) satisfaction*
✓ *process checks: is this doing what we said it would?*

✓ **Review of Outcomes:**
✓ *internal evaluation*
✓ *external evaluation*
✓ *customer/partner review*
✓ *Statewide advisory council review*

✓ **Troubleshooting/Refinements/Process Streamlining:**
✓ *project leaders and program director*
✓ *instruction specialists*
✓ *partner input*

✓ **Decision to Continue**
expand, revise or complete

Each project site will use a planning process to ensure that the customer needs are met with quality process and program content. Given the variation in partners and the changing environment in which they are operating, maximum flexibility and adaptability must be built into the process. The participants' needs will be captured in an Individual Education Plan (Attachment [11]).

A Curriculum and Instruction Assembly, comprised of instruction and training specialists from each campus, business partners, and adult learning experts, will advise and guide instruction activity. This statewide assembly of experts will meet to:

- Advise and counsel the project leaders, curriculum specialists and instructors on curriculum and instruction directions.
- Provide information and informal evaluation on the development of quality program materials, delivery systems, teaching strategies, and evaluation processes which reflect adult learning theory, with a high degree of relevance to workplace demands..
- Ensure state-level attention to curriculum design and materials.
- Provide insight and timely information on workforce learning from a variety of perspectives, including individual committee members as well as external resources.

C.2. Program and Project Management

As frequently cited throughout this proposal, it is intended that this program feature outstanding program and project management. The processes undertaken to ensure that each project is carefully planned and managed are highlighted in each of the previous sections and further captured in a project flowchart developed for the 1991-92 effort (Attachment [12]). The activities included on that chart will guide the 1993 projects.

It is expected that this program will demonstrate the opportunities and efficiencies gained from the uniqueness of the central system of CCCOES. By working across the state to utilize resources efficiently, this program is

COLORADO WORKPLACE LITERACY INITIATIVE
CURRICULUM AND INSTRUCTION COMMITTEE

Pikes Peak Community College
October 22, 1991 8:30 a.m.

1. The meeting was opened by Maryann Billington, Program Director. Maryann expressed the need for the committee to work together to fill the education gap between businesses and the community colleges. The development of education and training events which use community college resources well and meet business partners' needs is what will make this project successful. The intention of the grant is to stimulate productive and creative education activities Each business site, community college, and state agency needs to challenge each other to achieve these goals.

2. The question as to what is the role of the committee was answered as pulling the curriculum together for everyone, coming up with uniform accurate assessment tools, and providing advice, help and support. The nine points for consideration as the role of each member of the Curriculum and Instruction Committee were reviewed from the letter dated September 27, 1991. At the end of the project, the committee will need to submit the ideas that worked best.

3. The following were identified as the most crucial concerns of the project leaders and committee at the present time:
   - ESL/Language in the Workplace - A good contact person would be Carol Pollack who has been very successful teaching ESL
   - Group Instruction for GED
   - Increasing Reading Rates
   - Team Communication skills in self-managed work groups
   - Problem Solving for self-managed work groups
   - Sharing of Resources
   - Previewing Software
   - DISCOVER Utilization (Name of Career Planning Software)
   - Negotiation Skills
   - Business in the International Marketplace
   - Learning a foreign Language (Customer Service)
   - Developing a common format

4. The three areas the committee decided to address were language instruction, expanded basic skills, and balancing multiple training needs (site specific). The format used to approach these topics will be to outline the problems, state the issues, and offer recommendations.

Language Instruction

Problems:
1. Inconsistent attendance. Get them hooked.
2. Develop trust.
3. Time 2-3 years commitment.
4. Small meaningful increments.
5. Start with their needs.
6. Focus on English language training on workplace technology.
7. Expand learning beyond the workplace.
8. Different skill levels and languages.

Issues:
* 1. Curriculum itself.
2. Packaging the curriculum.
* 3. Trainer orientation.

4. Logistics of instruction
5. Climate for transfer of training.
* 6. How do you meet employees various skill levels and different language needs. (cultural differences)
* 7. Adult level instruction
* 8. Inappropriate reward system.

*Related

Recommendations for Curriculum:

1. Small useful/meaningful increments. Job interview skills.
2. Determine worker's competency in their native language.
    - -periodicals check
    - -dictionary check
    - -informal measures.
3. Determine the level for writing the curriculum
    - -sample assessments
    - -relevant and site specific
    - -group for instruction by ability level.
4. Peer tutoring
    - -workers as instruction mentors

Expanded Basic Skills

Problems:

1. Process of climate setting (what are they?)
2. Quantifying qualitative skills without losing the quality
3. Define performance measures (CASAS - worth checking into)
4. Define training issues and structural issues
5. Bridge gap between learner and business; identify what skills and basic skills are wanted and needed by both groups
6. Voluntary vs. mandatory.

Issues:

1. Worker needs to know what a good worker looks like
    - -Big picture
    - -Organizational culture
    - -How to prepare workers to participate in change
2. Develop meaningful yet "doable" objectives
3. Reward systems and transfer back into the workplace
4. Results may not show up for 2-3 years
5. Manager may not have these skills.

Recommendations:

1. Managers define a profile of an excellent worker (Does the employee speak out more, write better memos, etc)
2. Define skills to be taught and model behavior
3. Self-assessment
4. Encourage participation from managers - model behavior
5. Competition among department for participation.

5. The above topics need to be presented to the other project leaders for their review and action.

6. For those designing curriculum, common format and guidelines need to be developed. This will help in documentation for the next level. These will be included in the Washington Report.

7. The following are future topics to be considered: Informal assessment, how to measure success of the activities, and review site-by-site curriculum.

8. The next meeting is scheduled for December 10, 1991, at U.S. WEST Communications, Denver. The next meeting will meet from 8:00 until noon. More information will be sent later.

9. PBS will be presenting "Educating to Compete" on November 12 from 12-2 p.m. Pikes Peak Community College and Arapahoe Community College will broadcast the program.

   On November 19 CCSN from Washington will present a program on Rural Workplace Literacy.

10. Meeting was adjourned at 11:35 a.m.

MEETING PROCEEDINGS
STATEWIDE CURRICULUM & INSTRUCTION COMMITTEE
COLORADO WORKPLACE LEARNING INITIATIVE
Tuesday, December 19, 1991
USWest, Denver, CO

Thank you to Edward Boch, USWest, and Mary Poppino, Community College of Denver, for hosting this meeting. Your organization and gracious hospitality contributed to its productivity!

1. After introductions and corrections to the membership list, the group tackled two tasks: critique of curriculum and program flowchart, and establishment of guidelines for evaluating workplace learning materials.

2. Small groups discussed, "How was curriculum build and where did its components originate?" and "What issues/challenges arose (may arise) which affect (ed) the process and how can these be met?" Individual experiences were collated:

Assessment

a. Assessment best not from the company.
b. Individual needs as well as group or company considered.
c. Model must be flexible to accommodate variability.
d. Large company is hard to get a handle on needs.

Must Emphasize:

a. Help individuals as well as company and education institution needs.
b. Create change; prepare companies and individuals for change; map out changes, al la Wm. Bridges.

Particular Topics:

a. Spanish: small companies needs are easily determined--survey personnel, neat, direct, tidy, immediate feedback and involvement.
b. Large company--need to assess 600 employees; slow process; get immediate feedback if possible to increase participation.
c. Math: begin with basic skills; add in job specifics (not always the answer); students work with each other; consider company employee as instructor; teach in both small and large groups.
d. Communications: thorough needs assessment and present results back to company participants; choose areas of most need; learning objectives taken from interviews; use universal content and customize to make workplace specific; take basic learner and overteach model and reinforce; coach managers and supervisors.

e. Problem-solving: needs analysis conducted; prioritize needs and set measurement criteria; teach the underlying thinking skills to do Kepner Tregoe, etc.

Gains:

a. Many gains will be long term and need to recognize this.

b. Most people are looking only at short term gains.

Challenges for Curriculum Development:

a. Take the time up front to do up front needs assessment; makes work more focused.

b. Timing! Company will push to put curriculum into place; need time to develop correctly.

c. Amalgamate regular courses into one self-paced:
   - hardware support problem
   - motivation to work independently a problem
   - staffing for a lab limited

d. Consider correspondent courses.

e. Should curriculum be developed dependently or independently (more expensive and time consuming but customized).

CURRICULUM AND INSTRUCTION COMMITTEE
February 18, 1992

The following set of possible outcomes for the Curriculum and Instruction Committee were generated as a result of small group discussions.

OUTCOMES

A- "How-to" booklet. How to provide in-house training; guidelines; practical; particularly small business

B- Greater exposure of programs; appendix to booklet; value of network

C- "Best practices" information. 1-2 pages; each site; what was success? challenge? availability of committee members as resources

D- Popular/effective classes - list; how was need for class determined.

E- Personnel resource guide, i.e. instructors, curriculum developers, etc.

F- Determine ways to measure productivity; include self satisfaction; isolate project efforts

G- Feedback/observations/recommendations on project efforts; areas to be addressed

H- Provide critique of curriculum at end of project

I- Major focus of committee up front in curriculum development

J- Re-examine original role of C & I committee; currently too ambitious

K- Recommendations to Dept. of Education on further C & I efforts and projects in general; find out who was awarded grants; invite to end-of-project

L- More focus on role of C & I committee

M- Dissemination of project outcomes

The full group discussed these outcomes and categorized these suggestions in four categories:

1. Produce "how-to" /best practices booklet (A,B,C,D,E)
2. Evaluation of "projects" (curriculum, success for participant (CC/bus) productivity (F,G)
3. Review of C & I committee (I,J,L)
4. Evaluation of curriculum (H,K)

M, or dissemination, is part of a separate set of responsibilities with a strategy mapped out. CIC members will not undertake, but will review plan and offer suggestions.

K also fall under end-of-grant event. Since a separate effort is underway to plan an event, once again the CIC will review a proposal and offer feedback and suggestions. However, it will not undertake design.

The following subcommittees were formed to address categories #1, 2, and 3 identified earlier. Each subcommittee will meet before the next meeting to undertake the tasks defined. The next meeting will include reports from each, at which time further actions will be determined.

3 Subcommittees

1. Outline of "how-to" booklet - (input from others). Malcolm, Debbie, Cathy, Eleanor

2. Create format for project evaluation. Chris, Nancy, Terry, Bob

3. Rewrite C & I roles (from invitation). Anita, Sally, David, Ed, Essica

Item 4, Curriculum Evaluation, is a task at the end of the program. Since external evaluation is underway and a final report will be prepared, an opportunity for CIC members to review the "total effort" and evaluate the curriculum and instruction activities could be included. Methods for this activity will be discussed at the April meeting.

The CURRICULUM AND INSTRUCTION COMMITTEE met on April 14 at Community College of Aurora. The meeting was hosted and facilitated by David Moore and Malcolm Shaw.

1. After introductions and review of the agenda, sub-committee reports were delivered. (Draft copy enclosed for those not in attendance.) Revised copies will be mailed at a later date.

   a. "How to" booklet included two pieces:

      i. An executive overview/project outline, presented by Malcolm Shaw.

      ii. A "hands-on" implementation manual, presented by Eleanor Smith.

Minor changes of wording, substituting another term for "CEO", were suggested for the overview, which will be completed by Malcolm Shaw. For the "hands-on" piece, it was suggested that a climate-setting piece be added to page 9.

   b. "Role of the C & I Committee" report was presented by Anita DeMarco. The Committee recommended several revisions of the original sub-committee draft *(attached)*. The recommended "final" text follows:

What is the role of the Curriculum and Instruction Committee?

1. Provide advice and counsel to the Project Leaders, Curriculum Specialists and Instructors on curriculum and instruction directions. *(stet)*

2. Provide advice on the development of quality program materials, delivery systems, teaching strategies and formative evaluation processes, which reflect **adult** learning theory and a high degree of relevance to workplace demands. *(amended)*

3. Ensure state-level attention to curriculum design and materials.

(stet)

4. *(Combined with #2)*

5. *(Eliminated)*

6. *(Eliminated)*

7. *(Eliminated)*

8. *(Eliminated)*

9. Provide insight and timely information on workforce learning from a variety of perspectives.
(Amended).

Other Comments and Recommendations.

- Earlier and more frequent involvement of the C & I Committee in future iterations.

- Number of scheduled meetings "about right".

- Meet twice in the 90-day start-up period, then quarterly.

c. The "Best Practices" sub-committee report was presented by Nancy Jackson. Several suggested changes of the original sub-committee draft (attached) were made. These changes to the original will be reviewed by the Project Leaders. The C & I felt that the document was best completed by this body.

2. There was a brief discussion of the end-of grant project for the committee.

3. David Moore then concluded the meeting, the last for the Curriculum & Instruction Committee, by thanking the members of the group for their guidance and expertise.

V. Partnerships

Since the partnerships in these projects are not only a grant requirement but also a popular notion on "how to do business" these day in many ventures, these intricate relationships required much thought and time.

These projects do not portend to have created the ideal partnership structures. Most of our business partners had little idea of what project commitment really meant. There is great variation in the Federal definition, the college design, and the business intention for those relationships. Much of time was spent defining, clarifying, and evolving these relationships and not necessarily operating as full partners until much later in the grant period.

First, it is important to note that the nature of the grant requires close, intimate, sharing partnerships and not a ritualistic public-image partnership. The latter is easier, more common, and quickly dissolved. The following *matrix* attempts to more explicitly communicate partners' roles, expectations, contributions, and communication patterns. It should be a living, changing document but can serve as the accord among partners.

Next, since all partners can have varied measures of success, the following *Metrics Chart* was designed to articulate what those measures might be. These were "brainstormed" and not necessarily implemented, but may serve as starting point in future grant planning.

Finally, in order to further articulate what partners wanted, *Letters of Articulation* were created by each official partner. A sample is contained in this section, while all 13 letters are included in previous quarterly reports to the Department of Education. Also, letters are included in new grant proposals submitted by CCCOES.

Summarily:

- ✓ Partnerships are essential but need careful articulation.
- ✓ Partnerships are most successful when empowered to make decisions and when not hampered by self-interests or third-party dictation.
- ✓ Partnership implies teamwork which is a learned skill and not natural instinct, so training needs to be planned.
- ✓ Partnerships need back-up reinforcements in an organization; a partnership may be forged with an individual who is then unable to perform; a partnership can be dissolved just by the need to re-establish it over and over again with personnel changes.
- ✓ Partnerships need senior management commitment or they are purely social relationships.

	Role	Expectations	Contribution	Communication
Dept. of Ed. *grant originator*	grantor funds $\leq$ 70% set grant parameters; reviews projects; monitors grant progress	within budget & time; partnerships; meets goals; include assessment and evaluation; demonstration model	program guidelines and directions; funding; central communication source across projects U.S. wide	with CCCOES
CCCOES *grant applicant & program manager*	applicant, program manager, team leader, disseminator of information, manage grant funds	within budget & time; teamwork on projects; capture and communicate models, value across state; efficiencies gained by collaboration	program direction statewide; in-kind contributions; central communication and resource statewide; contact with federal offices, manage budget	with all campus sites, business partners, unions, councils
Campus Site *site & project manager*	staff, develop, implement and monitor local project; respond to business partner, participants needs; contribute to creation of model; manage site expenditures	meets site and customers needs, is streamlined process, uses resources efficiently; success for site campus; participant learning	in-kind contributions; project management, instruction and delivery for projects; representative for Council	among partners, including success stories
Business Partner *employer / organization*	define business performance skill needs; commit and participate in education process; provide appropriate data to support appropriate and efficient instruction, and to measure outcomes	instruction is business-appropriate by time, delivery; outcomes are key business metrics; proprietary needs are respected; activity is high quality; results	matching and in-kind contributions; encourage employees to participate; release time encouraged; curric. development; data; representation at the project level as well as the management level	with employees and campus site, and as participant in state program, including success stories; particularly with system from the beginning
Union	participate as a partner up front; involved in needs definition and delivery development; partner on site; help educate mgt, union leadership and workers	activity is appropriate, fair, accessible, and of interest to employees; better trained workforce; minimize dislocation of workers; provide "tool kit"	in-kind contributions; representation at project and program levels; space and facilities; staff time; communications and marketing	with employee members, management and campus site, and as participant in state program
Employee *learner*	participate in program design, surveys, assessments, instruction and evaluations	experiences are positive according to their needs; the education/training outcome is what was expected to upgrade skills; feedback; personal experience & reactions	time and interest in education; may be some personal time; openness to communicate needs	with manager and instructors, including good feedback about obstacles and successes
Site Advisory Council *local team*	determined at site by participants	local project and site focus	coordination of communication; recommendations of partners for site and project	local college and business partners
Statewide Advisory Council *state team*	advise and counsel program and projects; span partners, sites and projects; act as senior sounding board; support and encourage creative solutions; act as an internal evaluation committee	direct correlation to organizational and program goals and objectives	coordination of communication among statewide partners; recommendations for state and program	across sites and statewide; public relations and legislative spokes group
Curriculum Advisory Committee *content expert team*	advise and counsel on curriculum and instruction, quality, adult learning and workplace relevance; ensure statewide attention to design and materials	experts; timely meetings and advice; relevant to workplace learning	subject and adult learning experts	among experts to sites, statewide

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Colorado Workplace Literacy Intiative METRICS CHART

OUTCOMES	METRICS	MEASURES	CCA	CCD	RED TECH	PCC	PPCC
BUSINESS							
Demonstrate Skill Gains	-Hard Skills: Pre/Post Test Scores -Soft Skills - Evaluate -How do they measure dollars, etc. -(Get with partner)	I.E.P course ratings end-of-project survey skills/competency gains as measured by co.(XEL)	* * [1] *	* *	* *	* *	* *
English Proficiency	-Clear written/oral communication -Short term: improvement in work related tasks, i.e. notes, peer evaluations -Over a period time: baseline	rating scale job vocabulary improv. pre/post survey/test results observations (subjective) step-level improvements	*		*		
Fewer Customer Complaints Less Absenteeism	-...Indirect impact -Know job -Communication-better -Attitude -Self Esteem -Soft Skills - Oral Communication	need partner measures	* *				
Improved Interpersonal Skills Improved Attitudes Toward Job	-Learn useful information about workforce, learning needs..what is needed -Survey Confidence						
Successful Completion of Training	Business Partner Measure/Take small sample	records kept by projects: e.g., no. of hrs.	*	*	*	*	*
Better Utilization of Company Resources	Measured by company specific: use of library, using computer systems	attitude survey for all	*	*	*	*	*
COMMUNITY COLLEGE							
Learn Useful Information About Basic Skills for Core Programs	-Grads participate in program	solve service-area issue					
Identify shortcomings in policies	-Some item change or curriculum review underway	critical incident reports anecdotal	*	*	*	*	*
Project Done/Deliver Numbers with Budget	-Specs of grant						
Participants enroll for Community College Courses	-Visibility -% of Enrollment -Successful score on entrance exam to college	different target populations identified & counted from state level as enrollments	[2] *				
Programs continue with business partners after grant	-Positive pubic relations -Survey						
New companies pursue similar programs							

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[1] Business outcomes: results should be contemplated for a full year post-grant. Skill gains, productivity etc. can be expected to fluctuate even during teaching process, but tangible benefits, if any, will only be seen long-term post grant.

[2] Community College: we see as vital the anecdotal information to be derived from persons affected by the grant whose long-term educational goals and awareness are changed by it. This again over a

You/Project Leaders			CCA	CCD	CCD TECH.	PCC	PPG
OUTCOMES	METRICS	MEASURES					
CC Develops more Assessment Focus	-Assessments done routinely before training decided. Placement Tests.	Measure incidents.				*	
DOE learns from project							
Cross-disciplinary Cooperation with Respect to Workplace Education or Provide Information	-Sign that CC players acknowledge importance of bus./and changes necessary to accomplish business as customer.	Change in grant parameters and expectations. List of record for anecdotal records.	*	*	*	*	*
More dialogue across Community Colleges.		Anecdotes.	*		*	*	
Gain Business Commitment	-Give more space, computers, & other "matching funds"						
Change in business-operating behavior	-Adapt/adopt plan, process or curriculum for continuation of co.	Not necessary - more important college changes than biz.	3		*	*	
Curriculum Development			4 *	*	*	*	*
Successful completion of program!							
USDOE							
Demonstration of Creativity	-Develop curriculum in conjunction with business and community college	-Testimonials from companies, employees, colleges.	*				*
Fulfill Partnership	-LOA in place	-Quality and timely projects.	*	*	*	*	
	-Happy partner - Survey of Satisfaction	-Meets numbers and commitments.	*	*	*	*	*
"Model" development/comm	-Workshop/Conference One Nat'l Conference Presentation -Quality curriculum materials	-Creative; does something that was not done before. Not right now.					
Numbers	-Budget Report -Number Served	-Frequency and reach of information dissemination.					
Continuation of Project Learning	-Business and CC's develop plan for continuing after grant.						

[3] As far as the Outcome of having business partners change their operating procedures, our experience has been that this is a rarity. In fact, it is probably jejune thinking for us to expect that this might happen. While our business partners are in the process of modifying their thinking from the idea that workplace education is an unnecessary evil, to the thought that it might be a necessary one, we cannot expect them to change their methodology. When they get to the point that they think it may not only be necessary, but desirable, we might expect some change. For the moment, the Community College needs to be the entity which changes; this can be measured and documented in the case of CCA, where the original metric probably no longer applies.

[4] Project leaders: given the emphasis the grant has placed on assessment and curriculum development, we have found in almost all cases that proprietary tools for assessment will usually do the job. It is more a question of developing procedures and choosing the right tools than developing them from the ground up. Likewise, with curriculum, we have found it necessary at times to "invent" curriculum, but in most cases, there exists a large body of eminently usable material in the form of proprietary texts in the marketplace. Our contribution is more effectively evaluated as having selected adequate material from that available, and potentially having documented this selection, than from having produced the material out of thin air

CCCOES			CCA	CCD	GED TECH	PCC	PPCC
OUTCOMES	METRICS	MEASURES					
Community Colleges pick up training initiative after Workplace Literacy	CC & business partners launch program.	% partnerships continue (AT&T,CFI, LC, HP, Digital, XEL to date).	*		*	*	*
'Model' for Programs that Cross Community Colleges Geographically	Printed and presented models. Other programs and initiatives across CC's undertaken.	No. & type; end of program event; quality, curriculum pkgs., articles.		*	*	*	*
Community Colleges actively learn to share resources and dialogue across programs	Colleges work together & share resources	Measure incidents, examples within the project	*		*		*
PARTICIPANT/EMPLOYEE							
Mobility in the Workplace	-Job Advancement Cross Training (Lateral) Retain Job Avoid Unemployment Hired by New Company	Need company information to measure; standards.	[5] *	*		*	
Additional Training Involvement	-Enroll in W.L. Course(s) -Enroll in Site Course(s)	Actual numbers measured.	*	*	*	*	*
Additional Formal Education	-GED -Enroll in CC -Enroll in 4 year program -Enroll in certificate program	Actual counts by college; longitudinal measure after grant useful.	*		*		
Speak English More Proficiently							
Willingness of business to commit more to program. Beneficial to employee	In-kind: -More space -More equipment -More money -More time for project		*	*	*	*	*
Greater Job Satisfaction	-Self esteem improved	Satisfaction survey.					
Successful Completion of Further Training							
Personal growth/development	-Personal satisfaction.	Satisfaction survey	*	*	*	*	*

[5] On measuring tangible effects of training through the grant, we expect to go beyond the metrics as outlined on the chart. We propose to look at overall productivity within our corporate partners as measured by a productivity index established by the partner for a period of one calendar year (August 1991-August 1992).

In addition to the overall productivity study, we have group by group productivity data from teams with heavy course participation vs. those with low program participation. In this way we hope to quantify productivity increase (or the opposite) relative to WPL program effect. For corroborative input, we will use 6-monthly performance appraisals as benchmarks of program effectiveness: one given before training began; one in November 1991, the last in May-June 1992.

This, we feel, will give us a "handle" on our own effectiveness, not just for the purposes of the grant but for subsequent workplace programs put in place by this and other Colleges, independently of State or Federal agencies.

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COMMUNITY
COLLEGE
OF AURORA

Dear Jim:

The U.S. Department of Education has asked each site participating in the Workplace Learning Project Grant to develop a letter of articulation with its business partners. The purpose of this letter of articulation is to clarify the goals of the project, the roles and respective contributions of all participants in the project: the business, the employee and the college.

Please review the attached document, and if acceptable, please sign where indicated on the attached form letter.

I have also included the section from the grant which articulates the roles of the partners and the original signature sheet from the grant.

Respectfully,

David Moore, Coordinator
Workplace Learning Project

Representing Commerce Bank of Aurora in the Workplace Learning Project grant, I have read and confirmed the information included in the attached Letter of Articulation between Commerce Bank and Community College of Aurora.

Commerce Bank has participated in developing the goals of this project and is committed to fulfilling the role as outlined herein.

Furthermore, it is our understanding that Community College of Aurora is committed to providing quality instruction to the employees of Commerce Bank.

Sincerely,

James C. Lewien

Jim Lewien, President
Commerce Bank of Aurora

Skills for Productivity and Career Enhancement
Workplace Learning Project

Project name: Workplace Learning Project - Commerce Bank of Aurora

Project date: April 1, 1991 - September 30, 1992

Project contacts: Jim Lewien, President, Commerce Bank of Aurora

Larry Carter, President, Community College of Aurora

David Moore, Coordinator, CCA
Sherrie Kantor, CCA
Maryann Billington, CCCOES

College goals:

1. to work with Commerce Bank to identify employee training needs
2. assess skill levels of employees
3. develop curriculum and provide instruction per identified needs
4. develop individual education plan for each employee participating
5. offer self-paced follow-up instruction

Role: Coordinate and implement project in response to partner's needs and goals; maintain research; conduct internal assessment; provide in kind support; contribute to development of a statewide program model

Contributions: Office space and furniture; supplies; photocopying, etc; participation on advisory and curriculum committees; 10% time, Dean of Community Services

Employee goals:

1. identify current skill levels
2. improve skill or confidence level, as appropriate
3. identify career goals/options

Role: Participate in assessing training needs, and skill levels and instruction

Contributions: Volunteer time to participate

Company goals:

1. identify workers needing skills training
2. encourage employee participation and support project
3. establish priorities for training
4. enhanced skill levels of participants as measured by pre and post-test instruments

5. Assessment of workplace gains from training through improved employee attitude, productivity, and is measured by supervisor evaluation using confidence scale measures, pre and post-tests

Role:

1. define performance skill needs
2. assist with determining training priorities
3. commit to and participate in the educational process
4. assist with evaluation of project

Contributions:

training space; reimbursement for assessment and instructional materials; support for program to employees; participation in advisory council

Budget:

Total project budget for CCA; all partners: Department of
Education $123,104.
Match total 48,987.

Project outcomes:

1. assessment and training of 100 employees in 6 business partner sites
2. individual education plans developed for all participating employees
3. assessment of knowledge/learning gains of all participants

VI. Staff Development

Although there was not time or budget planned for the development of staff skills, our team undertook some training (but not nearly enough!). The original plan is attached. Plans for meetings and programs did occur, while a newsletter evolved into a resource guide rather than monthly written instruments.

Our group training relied on in-kind donations and included experts like Nancy Knutson and Janice Brinson (biographies and agendas follow). Also, all project leaders participated in the Statewide Advisory Council programs on teamwork, leadership, and change (noted in section ***IV.A.***).

Further, each member of the staff pursued a personal development plan in place at the employing college. Attendance at conferences, courses, and campus activities further provided useful skills.

Desirable for future grants:

? Department of Education "grant" training.
? Project management training before the project commences.
? Actual team training for group.
? Communication with business (for the inexperienced educator).
? Training for the project instructors.
? Evaluation process introduction.
? Doing quality education and training

CCA —
$r. 41.

Staff Development Plan
Workplace Literacy Program - CCCOES
"Skills for Productivity and Career Enhancement"
Colorado Community College and Occupational Education System
Grant # V 198 A 10281

This program incorporates workplace literacy projects at five campus sites throughout the state of Colorado. The staff development plans include site-specific plans (for each campus team), as well as a plan for the state-wide team of project leaders. Where development needs overlap, resources will be shared.

STATE-WIDE PROJECT LEADER TEAM STAFF DEVELOPMENT PLAN

(1) The State-wide team will meet monthly to: (a.) provide updates on site projects (b.) share implementation tactics and ideas (c.) identify opportunities to share resources, and (d.) work on State-wide tasks and decisions.

(2) In conjunction with those meetings, training and education events will be conducted based upon need. Occasionally, a special meeting session will be held to focus on a specific staff development need.

(3) A newsletter will circulate among project leaders for "quick updates," news, notes and a "living" bibliography of references on workforce literacy.

It is estimated that 1 day per month will be dedicated to staff development (16 days total over remaining term of this grant).

6 days - team-specific training for State-wide Project Leaders
5 days - individual development conducted on each campus
5 days - site-specific training for each site team

STATE-WIDE PROJECT LEADER TEAM DEVELOPMENT TOPICS:

✓

Done

1. TOPIC: Program Orientation: program history, goals, Washington D.C. update, roles and expectations of participants, and status of projects.
PRESENTER(S): Interim Project Director or Program Director, and Educational Services Vice President.
SCHEDULE: ongoing as any new staff join team; conducted in conjuntion with May and June team meetings.
TIME: .5 day.

✓

Done

2. TOPIC: Project Finances - project funds flow, project finances budget management, drawdown process.
PRESENTER(S): CCCOES financial manager.
SCHEDULE: June 20th Project Leaders Meeting.
TIME: .25 day.

Done - NK

3. TOPIC: Task Analysis: development vs. compensation. ✓
PRESENTER(S): Project Leaders.
SCHEDULE: June 20th Project Leader Meeting.
TIME: .25 day.

Done - NK

4. TOPIC: Assessment Techniques: Task Analysis, Function Analysis and Academic Assessment.
PRESENTER(S): expert on assessment
SCHEDULE: August 1st Project Leaders Meeting
TIME: .5 day.

TOPIC: Career-Point: presentation on software for career management. ✓
PRESENTER: President, Career-Point Software
SCHEDULE: July 9, 1991
TIME: .5 day.

Done - JD

5. TOPIC: Team-building for Performance.
PRESENTER(S):
SCHEDULE: August 22nd Project Leaders Meeting
TIME: .5 day.

Done

6. PK TOPIC: Public Relations: Roles, Responsibilities and Pointers - including information from Higher Education Association conference on "Crisis or Opportunity: The Emerging Nature of Higher Education."
PRESENTER(S): CCCOES Public Information Officer and site publc relations personnel.
SCHEDULE: August 1st Project Leaders Meeting. ?
TIME: .25 day.

Done

7. TOPIC: Evaluation Techniques: Learning to assess program/project effectiveness in terms of outcomes including information from the Leadership 2000 conference.
PRESENTER(S): External evaluator and evaluation content expert during August; Program Manager on Leadership 2000 information.
SCHEDULE: ~~August~~ October
TIME: .25 day.

Avail

8. TOPIC: Teaching Adult Learners; update: Pedagogy vs. Andragogy.
PRESENTER(S) - conference videotapes; external consultant/instructor.
SCHEDULE:
TIME:

Done - partial MB

9. TOPIC: Quality Planning for Projects and project management techniques.
PRESENTER(S): Program Director and Consultant.
SCHEDULE: August Project Leader Meeting.
TIME: .5 day.

Part MB

10. TOPIC: Collaborative Decision-making.
PRESENTER(S): Program Director (information from Leadership 2000 (?)

June 26, 1991

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Conference).
SCHEDULE: September Project Leader Meeting
TIME: .25 day.

11. TOPIC: Computer-Aided Instruction: Design, Development and Implemention.
PRESENTER(S): NOT DONE
SCHEDULE:
TIME: .25 day.

DONE - OCT. 5th.

12. TOPIC: Literacy Programming Options.
PRESENTER(S): All Project Leaders
SCHEDULE: Joint seminar conducted as part of regular meetings.
TIME: .25 day.

13. TOPIC: Project Documentation
PRESENTER(S):
SCHEDULE: NOT DONE
TIME:

14. TOPIC: Communicating and Presenting Business Initiatives
PRESENTER(S):
SCHEDULE:
TIME: NOT DONE

DECEMBER:
CHANGE MGMT

MARCH:
LEADERSHIP

JUNE: TEAMS.

SKILL-BUILDING

WORKPLACE LEARNING PROGRAM TEAM

Tuesday, October 1, 1991
One Commerce Center
(Pikes Peak Community College Corporate Center)
9:00 - 5:00

9:00 - 9:15	Introductions Program Plan	
9:15 - 9:45	Workplace Literacy Programs	Videotape
10:00 - 11:30	Assessment Practices Overview* Questions & Answers	Nancy Knutson, Ph.D. Assistant Professor Univ.of Colo. at Colo. Springs
11:30 - 12:00	Next Steps on Assessment	
12:00 - 1:00	Lunch; Teambuilding	
1:00 - 2:00	Collaborative Decision Making Overview Exercise	Maryann Billington
2:00 - 2:45	"Paradigm Shifts"	Videotape Joel Barker
3:00 - 5:00	Corporate Politics*	Janice H. Brinson The Brinson Group, Inc.

* Both of these speakers will provide an overview and answer questions on the identified topic in the time allocated today. IF we determine we have a need for more indepth help or discussion on their respective topics, we can then look into contracting with them for more work.

VITA
Nancy Knutson, Ph.D.

University of Colorado at Colorado Springs
Special Education Program
PO Box 7150
Colorado Springs, CO 80918-7150
719-593-3266

Education

1990	Ph.D., Division of Counseling and Educational Psychology/ School Psychology University of Oregon
1984	M.S., Special Education/Developmental Disabilities University of Oregon
1977	B.S., Speech Pathology and Audiology University of Oregon

Professional Experience

1990-Present	Assistant Professor of Special Education School of Education/Special Education Program University of Colorado at Colorado Springs Colorado Springs, CO
1989	Certified School Psychologist and Primary Service Provider Doctoral School Psychology Intern Colorado Springs Public Schools/District 11 Colorado Springs, CO
1988-89	Project Coordinator and Research Assistant CBA Leadership Training Grant School Psychology Program University of Oregon
1987-88	Research and Teaching Assistant School Psychology Program University of Oregon
1985-87	Case Manager/Severely Handicapped Program Eugene School District 4J, OR
1984-86 1982-83	Preschool Teacher for Students with Orthopedic Impairments Eugene School District 4J, OR
1984	Research Assistant Special Education/Severely Handicapped Program Standardized Training Program University of Oregon

1978-79 Speech Therapist
Douglas Education Service District
Roseburg, OR

Certifications

1989	Colorado School Psychologist
1984	Oregon Handicapped Learner
1982	Oregon Severely Handicapped Learner
1977	Oregon Speech Impaired

Grant Experience

Knutson, N. & Shinn, M.R. (1989-1990). Research on cross-age monitoring strategies with mildly handicapped students in reading. Student-initiated grant awarded to N. Knutson. US Department of Education, Office of Special Education and Rehabilitation ($13,516).

Publications

Knutson, N., Schorr, L., & Mengel, B. (1990). Curriculum-based measurement as an alternative academic assessment model: A pilot project. Administrators' Viewpoint: Colorado Association of School Executives, 9, 5.

Knutson, N. & Shinn, M. R. (in press). Curriculum-based measurement: Conceptual underpinnings and integration into problem-solving assessment. Journal of School Psychology.

Shinn, M.R., Good, R., Knutson, N., Tilly, W.D., Collins, V. (in submission). Curriculum-based measurement reading fluency: A confirmatory analysis of its relationship to reading. Paper submitted to Reading Research Quarterly.

Shinn, M. R., Habedank, L., Rodden-Nord, K., & Knutson, N. (in submission). Using curriculum-based measurement to identify potential candidates for reintegration into general education. Paper submitted to Remedial and Special Education.

Shinn, M.R., Nolet, V., & Knutson, N. (1990). Best practices in curriculum-based measurement. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology II (pp. 287-308). Kent, Ohio: The National Association of School Psychologists.

Shinn, M.R., Rodden-Nord, Nolet, V., & Knutson, N. (1989). Using curriculum-based measures to explore the relationship between learning disabilities and regular education. In G. Tindal (Ed.), The Oregon conference monograph (pp. 2-5). Eugene, OR: College of Education, University of Oregon.

Shinn, M.R., Rosenfield, S., & Knutson, N. (1989). Curriculum-based assessment: A comparison of models. School Psychology Review, 18, 299-316.

Storey, K., Knutson, N. (1989). A comparative analysis of social interactions of workers with and without disabilities in integrated work sites: A pilot study. Education and Training in Mental Retardation, 24, 265-273.

Storey, K., Knutson, N., & Foss, G. (1987). A comparative analysis of social interactions of workers with and without disabilities in integrated work sites: A pilot study. In P.M. Ferguson (Ed.), Transition planning and adult services: Perspectives on policy and practice (pp. 57-79). Eugene, OR: US Department of Education and Rehabilitation, Specialized Training Program, University of Oregon.

Presentations

Research on Curriculum-based Measurement Peer Monitoring in Reading. American Psychological Association 99th Annual Convention, San Francisco, CA, August, 1991

A Confirmatory Analysis of Oral Reading Fluency, Decoding, and Comprehension. American Psychological Association 99th Annual Convention, San Francisco, CA, August, 1991

Curriculum-based measurement: Conceptual underpinnings and an integrated case study. National Association of School Psychologists, San Francisco, CA, April 1990.

Special education decision-making using curriculum-based measurement. The 3rd Collaborative Conference for Special Education: Courage to Risk, Colorado Springs, CO, March 1990.

Exploring the relationship between LD and regular education. National Association of School Psychologists, Boston, MA, April 1989.

Development and use of local norms in special education: A 3-day workshop. Iowa Department of Education, Des Moines, IA, March 1989.

Using curriculum-based measures to explore the relationship between learning disabilities and regular education. Oregon Special Education Conference, Eugene, OR, February 1989.

Curriculum-based assessment. California State Special Education Conference, Sacramento, CA, September 1988.

Observation of social interactions in integrated work settings. Association of Behavior Analysis 14th Annual Convention, Philadelphia, PA, May 1988.

Use of general education peers as monitors of reading progress. National Association of School Psychologists, Chicago, IL, March 1988.

Professional Associations

National Association of School Psychologists
Colorado Society of School Psychologists
American Psychological Association, Division 16 School Psychology
Association for Direct Instruction
Council for Exceptional Children
Lane Association for Retarded Citizens
Oregon Association of School Psychologists

JANICE H. BRINSON

President of The Brinson Group, Inc.
and J. H. Brinson and Assoc.

- ***Skilled consultant, trainer and facilitator***
- ***Successful in establishing long-term training interventions with corporate clients***
- ***Capable motivator of others***
- ***Active and concerned teacher/trainer***

Janice Brinson's management consulting firm has corporate clients in Canada, the United States, Great Britain, Europe and the Far East. A respected and established trainer, she conducts successful workshops in creative thinking and leadership, creative team building, the leadership of change, and creating the creative environment.

Courses taught by Janice include such subject areas as diagnosing human resource potential and the development of that potential, interpersonal communication, leadership, followship, influence and power, and organizational behavior.

Janice follows the basic premise that experiential learning is the most effective method of learning for adults, and uses a combination of lecture, group interaction, simulation, and case studies to teach concepts. Both her consulting and teaching embody the principle of synergism, which make her an ideal trainer. Through the utilization of specific diagnostics, she defines individual strengths and designs programs based upon the concept of utilizing those strengths in organizational development and team construction.

Janice is currently an adjunct staff member for The Center for Creative Leadership, and the Office of Personnel Management's Executive Training Center. She is active in bringing leadership development programs to many non-profit and educational organizations. Her company reflects her personal commitment that the development of human potential is an organization's most important resource.

6585 Lange Drive • Colorado Springs, Colorado 80918 • (719) 260-7632

VII. Dissemination

Throughout the grant, we shared whatever we could, whenever we could do so about the process, project or program. Numbers articles, conference presentations (local, regional, and national), and committee assignments took place. Throughout the grant, examples of these were included in quarterly reports.

Final products that demonstrate our work include:

- Resource Guide (attachment), capturing many of our resources.
- Constant exposure in the media on local, state, national, and company levels (recent examples included in the Public Relations attachment)
- Eight volumes of the Curriculum Guide (attachment and see section *III. A. 2*).
- A Workplace Learning Showcase (regional event) in conjunction with other Colorado grants (package attached).

We understand the need is to demonstrate to others what can be done in workplace learning and why it is important. Future grant programs need adequate funding to accomplish this important task.

VIII. Learnings

Key Learnings were identified at the beginning of this program. Each learning goal is examined, and itemized learnings from the program direction perspective are noted below.

VIII. A. Program Learnings

1. How do we successfully initiate projects that will directly impact workplace learning in the short term?

Our projects reinforced that "short term" has a variable meaning by organization. The short term of three months specified by the grant regulations for start up is mostly unrealistic. Factors such as the state of the business, the education provider's readiness, the level of commitment to workplace training, the amount change occurring at the particular worksite, and the actual needs dictate the appropriate start up time.

Successful initiation in any time frame calls for planning and assessment constructed to fit the language and need of the organization. The project development process in section *III. A. 1.* elaborates on steps that lead to successful projects.

Other factors which would likely enhance success:

→ self-managed or locally empowered decision-making with a minimum amount of organization, education-provider, or Federal agency direction or bureaucracy to inhibit project development.

→ creative products and delivery techniques (the traditional ones do not work or respond quickly).

→ education providers and business leaders who have a mutual respect for each others expertise.

→ adequate funding for start-up, which is often where funds are limited.

→ proper training of education providers and business planners on team work, each others' expertise, adult learning needs, change management, leadership, etc.

2. What instruction methods and content were successful?

Consult sections ***III. A. 2.* and *III. B.*** for specific information on curriculum content from the program and individual project perspectives. Overall, the methods and content which were more creative, customized, responsive to participant needs, and enthusiastically taught were most successful in the short run. This program does not accommodate longitudinal study to determine what methods and content make a difference in the long run.

3. What knowledge was gained overall about program/project design, development, and delivery from these experiences that would benefit future efforts?

→ Self-managed teams can be utilized more effectively.

→ Evaluation processes should be less scientific and more practical in contributing to the overall design.

→ Education and business partnerships need articulation to identify goals and obtain commitment.

→ The education and business staff involved need to be selected for this kind of work and provided appropriate skills to design, develop, deliver and manage the projects.

→ Traditional approaches are not successful with adult workers.

→ Creativity and quality standards need to be developed and rewarded on projects.

4. What approaches to workplace learning are successful in addressing skill needs for productivity (across area size, organization size, organization status, skill needs):

→ The target groups in lower population areas require closer management; groups in larger populated areas require incentives for attendance. The issues in different areas vary greatly; transferability of programming is limited.

→ Similarly, the resources and inclinations of both management and workers at small size organizations differ greatly from larger organizations. However, some of the fundamental characteristics for success identified in (1) apply to any organization, regardless of size.

→ The structure of training and motivation for participating changes as a result of the organizational climate: growing organizations train for "opportunity;" downsizing organizations train for "survival."

→ The definition of "basic" skills varies by organization, as does the approach; what was apparent across the board was that workplace *literacy* needs to be replaced by the notion of workplace *learning*, a continual process. Management preferred more functional training; workers often requested basic or enhanced basic skills. This area of education and training is still clearly emerging.

5. Does state-wide management and leadership increase the efficiency and enhance the success of projects?

On the positive side, state-wide leadership broadens perspectives, increases resource base, provides back-up structure, and elevates issues and needs to a higher level.

On the downside, central leadership can create one more layer of review, reporting, opinions and structure.

The decision to either create geographically dispersed self-managed teams under the current hierarchy, or establish a state organization with full responsibility and authority would enhance the effectiveness of state-wide programs.

6. How do we streamline processes and focus on customer needs to satisfy a set of complex issues in workplace learning?

Progress was made in some of the colleges which helped their personnel to develop these skills. However, educators have still not focused on customer needs and quality processes.

More successful efforts generated an understanding of customer and process by:

→ Training the educators on process.

→ Focusing on the customer.

→ Rethinking the objective of education and training as "learning," rather than teaching.

→ Empowering training teams, rather than imposing either educational institution or business structures.

→ Establishing quality standards and expectations and rewarding achievement.

→ Removing red tape, bureaucracy, and paperwork.

→ Establishing and working towards measureable outcomes.

7. How much of workplace learning curriculum is transferable across sites?

The *process* is transferable, but only some of the content which is highly customized. In like industries, companies, or geography, more similarities can be identified.

Rather, information sharing and co-participation is the more successful way to transfer ideas, not disseminating "packaged" curricula.

8. What are the catalysts and obstacles encountered in workplace focused program development?

Catalysts

- ↑ Dedicated individuals, be they certain educators or business coordinators.
- ↑ Understanding of the change process.
- ↑ Mutual respect for each other's business.
- ↑ Strong upper management commitment.
- ↑ Employee/participant involvement in process.
- ↑ More creative programming and delivery.
- ↑ Better funded projects, whether by Federal or matching dollars.
- ↑ Less inhibited structures, where either the college or business where not concerned about their own politics but rather focused on getting the job done right.
- ↑ Positive attitudes and supportive cultures, at both worksite and college.
- ↑ Workplace learning as a public issue at local, state, and national issue.
- ↑ Workplace learning, or continual learning for everyone at the worksite; not workplace literacy training for the illiterate at a worksite.
- ↑ Teamwork, in the sense of working together to help each other achieve goals.
- ↑ Focus was on people and customer.
- ↑ Flexible, adaptable process.
- ↑ Benchmarking, or adopting what similar groups have done successfully and building upon it.

Obstacles

- ↓ Lack of adequate funding.
- ↓ Inability to acquire appropriate technology for new styles of teaching and learning.
- ↓ Lack of adult-based, workplace materials for teaching.
- ↓ Absence of quality standards, measures, or mindset for education and training products.
- ↓ Community college territoriality and politics which prevented efficiency and sharing.
- ↓ Gap between business and education in true understanding of each others' expectation, modes of operation, values, etc.
- ↓ Business propensity for proprietary actions, or "invented here only" 'mentality.
- ↓ Gap between management and workers, especially if unions are involved.
- ↓ Absence of management commitment or management view of training as an investment both at the educator and the business.
- ↓ Reward systems at both the educator and business that do not value this kind of work or accomplishment for the participants, the educators, or the business coordinators.
- ↓ Downsizing or organizational change at either the college or business.
- ↓ Notion of cycle time for development in the education environment in terms of "semester" or "academic year," as opposed to the typical business notion of cycle time as "weeks" or "months."

↓ Red tape, bureaucracy, and paperwork for local, state or federal needs which hamper cycle time and creativity.

↓ Incongruence of expectations among the partners.

↓ Imposition of standards and structures by so many entities, e.g. DOE, grantee, college, business, union (notion of focus on customer ONLY might help this).

↓ Mediocre commitment to change and the values of this process; attitudes like, "there is not enough to make any real change," "another federal grant...," "it all ends when the grant ends," "good enough for government work," all contribute to less than the fullest contribution.

↓ Evaluation-driven programs, rather programs based on needs and outcomes.

Overall, the key learning is that partnerships and shared interest in adult learning is highly beneficial and can have an impact not only on the workers who participate and on the businesses involved, but on the overall economic health and productivity of our nation!

VIII. B. Best Practices

The Best Practices Survey, designed by the Curriculum and Instruction Committee (see section ***IV. B.***) was completed by each project. Results follow.

BEST PRACTICES OF WORKPLACE LEARNING
Community College of Aurora
September 1992

Demographics:

1. How many participated in the process? 125

2. Were the participants in your program on work release time or their own time? own time

3. What was the average employee level? Technician, semi-skilled, unskilled

4. What percent of the participants were English as a Second Language?

5. What percent of the participants were male? 38%; Female 54%; no response 8%.

6. What was the ethnic mix of the participants?

   White 48%; Black 14%; Hispanic 11%; American Indian 02%;
   Pacific Islander 11%; no response 14%.

7. What was the age range of the participants?

8. What was the average number of years of employment at the sponsoring company for the participants? 5 years.

9. What was the average educational level of the participants?

10. How did you determine who would participate? Courses were open to all non-management employees. Sign-ups were accepted on first-come first-serve basis until classes were full.

Curriculum

Assessment

1. How were courses determined?
   1. Needs assessment survey of employees
   2. Steering Committee decision
   3. Cyclical re-assessment.

2. What needs assessment tools or strategies did you use to assess training needs?
   1. General employee survey
   2. Steering Committee consensus
   3. Individual curriculum assessment tools.

3. How did you assess participant skill levels?
   1. General assessment tools (McBer LSI)
   2. Skill-specific placement tools (math predictor, writing samples)

4. How were participants enrolled? Volunteer

5. What percent of target population were involved? 30%

6. How many participants were in an average class? 5

7. Did you develop your own materials or use commercial resources/ 50/50

8. Did you use any special techniques to motivate students? Describe how you motivated reluctant students.
Special selection and customization of curriculum materials to suit individual cases and needs.

9. What specific tools or resources did you find helpful?
In-house designed curriculum tools

10. What courses were taught?
ESL, Writing, Math, Learn to Learn, Career Development, Stress Management, Problem Solving, Wellness, Into to Computers, DOS Introduction, WordPerfect, Electronics, Spanish, Critical Thinking.

11. How much average time per course? 6 hours.

Evaluation

12. What was the average training time per employee?
4 hours.

13. How as performance of participants evaluated?
Courses in general were not graded. Completion certificates were earned at instructor's discretion. Care was taken that classes were not competitive.

14. How well did participants perform based on above evaluation?
Over 80% completed classes. Subjective evaluations of participants post-course gave excellent reviews of instructors and content.

15. What was your greatest success?
Our partner, XEL Communications, Inc. implemented the project with such success that they won a National Workplace Literacy Award.

BEST PRACTICES OF WORKPLACE LEARNING
CCD
September 1992

Demographics:

1. How many participated in the process? 225

2. Were the participants in your program on work release time or their own time? Participants attended on their own time with the exception of the .5 hour they spent in the Return to Learning Orientation, which was held on work time.

3. What was the average employee level? Technical (craft)
What job categories were involved and how many of each?
Operators 220; first level managers 5.

4. What percent of the participants were English as a Second Language? Zero percent.

5. What percent of the participants were male? 27%; Female 69%; no response 4%.

6. What was the ethnic mix of the participants?

White 54%; Black 11%; Hispanic 26%; American Indian 01%;
Pacific Islander 01%; no response 07%.

7. What was the age range of the participants? 20 to 60.

8. What was the average number of years of employment at the sponsoring company for the participants? 4 years on average.

9. What was the average educational level of the participants? High school diploma.

10. How did you determine who would participate?
All craft persons (operators) who had been employed for at least one year were eligible for fee-based classes and those who were employed a shorter time were eligible for free classes and for any fee-based classes they paid for themselves. These restrictions were made necessary by the absence of teaching monies in the grant, which in turn made charging for classes necessary. Charging for classes, in turn again, made the project subject to the payment rules of the Pathways foundation, which finances employee educational activities. Pathways rules eliminate employees with less than one year's service. First-line supervisors whose employees were taking classes were also eligible to register.

Curriculum

Assessment

1. How were courses determined?
Courses were chosen (chronologically in order) by workplace audit, written needs assessment of managers, written needs assessment of operators, selected interviews of supervisors, advice from the On-Site Committee, anecdotal responses from workers, and class evaluations.

2. What needs assessment tools or strategies did you use to assess training needs?

The CCD project used the assessment form designed by the project as a whole.

3. How did you assess participant skill levels?
Math skills were initially assessed by a teacher-made test designed to fit the Contemporary skills series.

Soft skills were assessed by supervisor observation or teacher observation. Very few, if any, standardized tests are available to assess such skills. The program staff were under the understanding that only standardized results were considered of value by the Department of Education.

Computer skills were not assessed initially because none of the participants had previous software package experience.

BEST PRACTICES OF WORKPLACE LEARNING
CCD/TEC
September 1992

Demographics:

1. How many participated in the process? 177

2. Were the participants in your program on work release time or their own time? Both.

3. What was the average employee level? Technician.
   Level 1 technician; level 2 technician; level 3 technician; (no exact numbers; majority of participants were Level 1 and Level 2).

4. What percent of the participants were English as a Second Language? 11%.

5. What percent of the participants were male? 38%; Female 54%; no response 8%.

6. What was the ethnic mix of the participants?

   White 55%; Black 3%; Hispanic 20%; American Indian 01%;
   Pacific Islander 10%; no response 11%.

7. What was the age range of the participants? 30 to 61.

8. What was the average number of years of employment at the sponsoring company for the participants? 17 years.

9. What was the average educational level of the participants? 12th grade.

10. How did you determine who would participate?
    Grant project operated out of learning center for union represented employees, so only union represented employees were eligible; voluntary; space-available basis.

Curriculum

Assessment

1. How were courses determined?
   Employee and supervisor needs assessments.

2. What needs assessment tools or strategies did you use to assess training needs? Surveys.

3. How did you assess participant skill levels?
   Basic skills assessments, GED practice test, behavior rating scales, supervisor ratings.

Implementation

4. How were participants enrolled? Volunteer

5. What percent of target population were involved? 18%

6. How many participants were in an average class? 12

7. Did you develop your own materials or use commercial resources? both

8. Did you use any special techniques to motivate students? Describe how you motivated reluctant students.

Instructor encouragement. Planned for student success, job release time, motivation from co-workers, supervisor support, recognition in company newsletter, graduation ceremony.

9. What specific tools or resources did you find helpful?
Computer-aided instruction.

10. What courses were taught?
Basic math, GED preparation, self-esteem in the workplace, study skills, English a Second Language in the workplace, using the calculator, basic reading, basic writing.

11. How much average time per course? 30 hours.

Evaluation

12. What was the average training time per employee?
3 hours.

13. How as performance of participants evaluated?
Basic skills post testing, GED testing, behavior rating scales, surveys, supervisor interviews.

14. How well did participants perform based on above evaluation?
There was improvement in most every case, and employees and supervisors were satisfied with training results.

15. What was your greatest success?
GED preparation and ESL in workplace.

BEST PRACTICES OF WORKPLACE LEARNING
Pueblo Community College
September 1992

Demographics:

1. How many participated in the process? 467

2. Were the participants in your program on work release time or their own time? Participants attended classes or assessment testing on a voluntary basis. Release time was provided for the employees of Cortez Construction Company and Pueblo Community Correction Systems Inc. These two companies are members of the Latino Chamber of Commerce.

3. What was the average employee level?

4. What percent of the participants were English as a Second Language? 0%

5. What percent of the participants were male? 53%; Female 47%.

6. What was the ethnic mix of the participants?

   White 55%; Black 2%; Hispanic 38%; American Indian 1%;
   Pacific Islander 1%; no response 3%.

7. What was the age range of the participants? 20 to 64.

8. What was the average number of years of employment at the sponsoring company for the participants?

9. What was the average educational level of the participants?

10. How did you determine who would participate?
    The site monitoring committee made the decision as follows: US West limited their classes to directory assistance operators. CF&I chose to offer classes to all employee's and LCC opted to recruit employees from their total membership. Classes were open entry/open exit and on voluntary basis.

Curriculum

Assessment

1. How were courses determined?
   Questionnaires were mailed to supervisors of departments and to employees. Courses were chosen by this assessment of supervisors, managers, and employees. Assessment questionnaires were distributed to all employee of the corporate partners. CF&I and the Latino Chamber of Commerce conducted a direct mailing. The LCC included questionnaires, flyers and printed materials in all packets mailed to prospective or new members of the chamber. Site Monitoring committee provided input towards course development. Class evaluation and student feedback.

2. What needs assessment tools or strategies did you use to assess training needs? Written evaluations of the employees, supervisors the courses offered to the

participants and class monitoring by program staff provided information for development and on-going courses. Participant feedback allowed for curriculum modification including restructuring courses to place more emphasis on particular topics, decreasing or increasing the length of courses or workshops. Two different assessment tools were designed by program staff and reviewed by the site monitoring committee.

3. How did you assess participant skill levels?
The Test of Adult Basic Education (TABE) and the college assessment test were used as the pre and post assessment instrument for basic skills. Computer skills assessments are incorporated in PCC's assessment test. Many of the students were given teacher made a pre and post assessment in the computer skills courses. The students were not assessed for soft skills since we had limited resources or standardized materials for the assessment of these skills. Supervisor manager and teacher observation provided the informal assessment of the soft skills.

Implementation

4. How were participants enrolled? Volunteer

5. What percent of target population were involved? 82% were enrolled in classes. 48% were given the assessment tests.

6. How many participants were in an average class? 2 to 16 participants

7. Did you develop your own materials or use commercial resources? both

8. Did you use any special techniques to motivate students? Describe how you motivated reluctant students.

Multiple class scheduling patterns were offered.

9. What specific tools or resources did you find helpful?
GD Writing Skills. Steck-Vaughn, GED Mathematics, Practical Problems in Mathematics for Welders; Demar Publishers Inc., Math for Welder; Nino Marion Goodheart-Willcox, Mathematics; Blackline Masters, Book 6; Scott Foresman, Your English; Coronado Publishers, Inc.; Basic Spanish Grammar; Toronto, D.C. Heath & Co., Numbers, Time/Horas del Dia, Spanish handouts.

10. What courses were taught?
Math for the Workplace I, Speaking for the Workplace, Reading for the Workplace, Writing for the Workplace, Keyboarding, MicroSoft Windows, Conversational Spanish for the Workplace, Home Budgeting, Decision Making/Goal Setting; Office Simulation; Introduction to Lotus; Intermediate Lotus; Introduction to PC; Introduction to WordPerfect; Intermediate WordPerfect; Time Management; Money Management; Stress Management; Retirement/Estate Planning; Safety in the Workplace.

11. How much average time per course? 5 hours for the 8-week sessions. One hour for the workshops.

Evaluation

12. What was the average training time per employee?
11 hours.

13. How as performance of participants evaluated?
Test of Adult Basic Education (TABE), teacher made materials, observation and demonstration and unit tests. Students must demonstrate proficiency to obtain a certificate of completion.

14. How well did participants perform based on above evaluation?
Achievements varied and was hard to measure. Based on TABE increases during the project period were from one grade level to eight grade levels. 352 certificates of completion were given to students.

15. What was your greatest success?
A non reading student who advanced in his reading skills five grade levels. His own perception of himself improved because he learned the skills he needed while enrolled in the program.

BEST PRACTICES OF WORKPLACE LEARNING
Pikes Peak Community College
September 1992

Demographics:

1. How many participants participated in the process?
   A total of 375 people received services from the grant.

2. Were the participants in your program on work release time or their own?
   Participants from both companies who were involved in basic skills activities were involved on their own time. Those individuals who participated in the team development process did so on HP company time.

3. What was the average employee level? What job categories were involved?
   The following job levels were served by the grant: managers, supervisors, engineers, all levels of logistics employees, buyer-planners, coordinators, technicians, production operators, and admin-support personnel.

4. What percent of the participants were English as a second language?
   9.6% had English as a Second Language (36 people).

5. What percent of the participants were Male? 49%, Female? 46%, No Response 5%

6. What was the ethnic mix of the participants?

White	270	72%
Black	26	6%
Hispanic	45	12%
American Indian	4	1%
Asian/Pacific Islander	2	3%
No Response	18	4%

7. What was the age range of the participants?
   The age range was 24 - 65 years

8. What was the average number of years of employment at the sponsoring company for the participants?

0 - 5 years	15	4%
6 - 10 years	63	17%
11 - 15 years	126	34%
16 - over	139	37%
No Response	32	4%

9. What was the average educational level of the participants?
   The average educational level of the participants was about 13.48 years of education and/or training.

10. How did you determine who would participate?
The companies determined the target population in both cases.

CURRICULUM
Assessment

1. How were courses determined?
The Site Advisory Council at DEC was primarily responsible for determining what basic skills courses would be offered to the participants in the evening classes. They tried to offer a combination of workplace specific courses as well as a few courses that participants could take to receive college credit that would still be applicable to their workplace. The team development activities at Hewlett Packard were determined initially by the Steering Committee with responsibility falling eventually to the Design Team, specifically the Short Term Curriculum committee, a sub-committee of the Design Team

2. What needs /assessment tools or strategies did you use to assess training needs?
The Pikes Peak Community College Placement exam was used to determine placement in basic skills classes. A variety of universal skill assessment instruments from Pfeiffer and Company's Annual Handbook for Group Facilitators were used to assess soft skills. They are as follows: The Interpersonal Communication Inventory, 1974 Handbook; Inventory of Barriers to Creative Thought and Innovative Action, The 1980 Annual; Leadership: Employee-Orientation and Differentiation Questionnaire, 1973 Handbook, and the Team Orientation and Behaviors Inventory, 1983 Handbook. The Learning styles Instrument by Babich, Burdine, Albright, and Randol was also used. In terms of strategies used task analysis and interviews on an individual and group basis were also utilized to determine skill levels.

3. How did you assess participant skill levels?
Company time was utilized to administer the Pikes Peak Community College Placement Exam. At DEC the universal skill assessments were completed on personal time, and at HP universal skill assessments were completed on company time.

Implementation

4. How were participants enrolled? (i.e.volunteer, mandated)
Participants were enrolled on a voluntary basis.

5. What percentage of target population were involved?
At DEC 84% of the target population was, in some way, served by the grant. At HP, 68% of the target population was served, in some way, by the grant.

6. How many participants were in an average class?
   The average number of participants per class was 11.

7. Did you develop your own materials or use commercial resources?
   A combination of both types of materials were used.

8. Did you use any special techniques to motivate students? Describe how you motivated reluctant students.
   Instructors were encouraged to maintain personal contact with participants. If a participant did not show up for classes, instructors were to call and see what the problem was and if there was anything that could be done to solve the problem. Likewise if participants notified the project leader, the project leader tried to address and rectify the problem.

9. What specific tools or resources did you find helpful?

10. What courses were taught?
    The following courses were taught:
    - Reading in the Workplace I
    - Reading in the Workplace II (Speed Reading for the Workplace)
    - Math in the Workplace
    - Elementary Algebra
    - Writing in the Workplace
    - Technical Writing
    - Business Communication and Report Preparation
    - Career Planning
    - Creative Problem Solving
    - Interpersonal Communications
    - Learning to Learn on the Job
    - Understanding Your Team
    - Understanding the Team Development Process
    - Overview of Communications
    - GED/ESL Tutoring

11. How much average time per course?
    Average time per course 31 hours.

12. What was the average training time per employee?
    Average training time per employee was 30 hours.

13. How was performance of participants evaluated?
    Performance was evaluated using in-class exercises, tests, in-class participation, and written assignments done outside of class.

BEST PRACTICES OF WORKPLACE LEARNING:

Demographics:

1. How many participants participated in the process?

   A total of 375 people received services from the grant.

2. Were the participants in your program on work release time or their own?

   Participants from both companies who were involved in basic skills activities were involved on their own time. Those individuals who participated in the team development process did so on HP company time.

3. What was the average employee level? What job categories were involved?

   The following job levels were represented in the grant managers, supervisors, logistics senior associates, logistics associates, logistics assistants, buyer 2s, order control planner 3s, purchasing consultants, materials/project planners, technicians, production workers I and IIs, and a few engineers. Specific records were not kept regarding the exact number of employees from each job title. However, the greatest number of participants came from logistics associates, logistics assistants, production worker Is, and production worker IIs.

4. What percent of the participants were English as a second language?

   9.6% had English as a Second Language (36 people).

5. What percent of the participants were Male? 49%, Female? 46%, No Response 5%

6. What was the ethnic mix of the participants?

White	270	72%
Black	26	6%
Hispanic	45	12%
American Indian	4	1%
Asian/Pacific Islander	2	3%
No Response	18	4%

7. What was the age range of the participants?

   The age range was 24 - 65 years

8. What was the average number of years of employment at the sponsoring company for the participants?

0 - 5 years	15	4%
6 - 10 years	63	17%
11 - 15 years	126	34%
16 - over	139	37%

14. How well did participants perform based on the above evaluation?
Grades were given for most classes; most participants, with only a very few exceptions, received passing grades for the class.

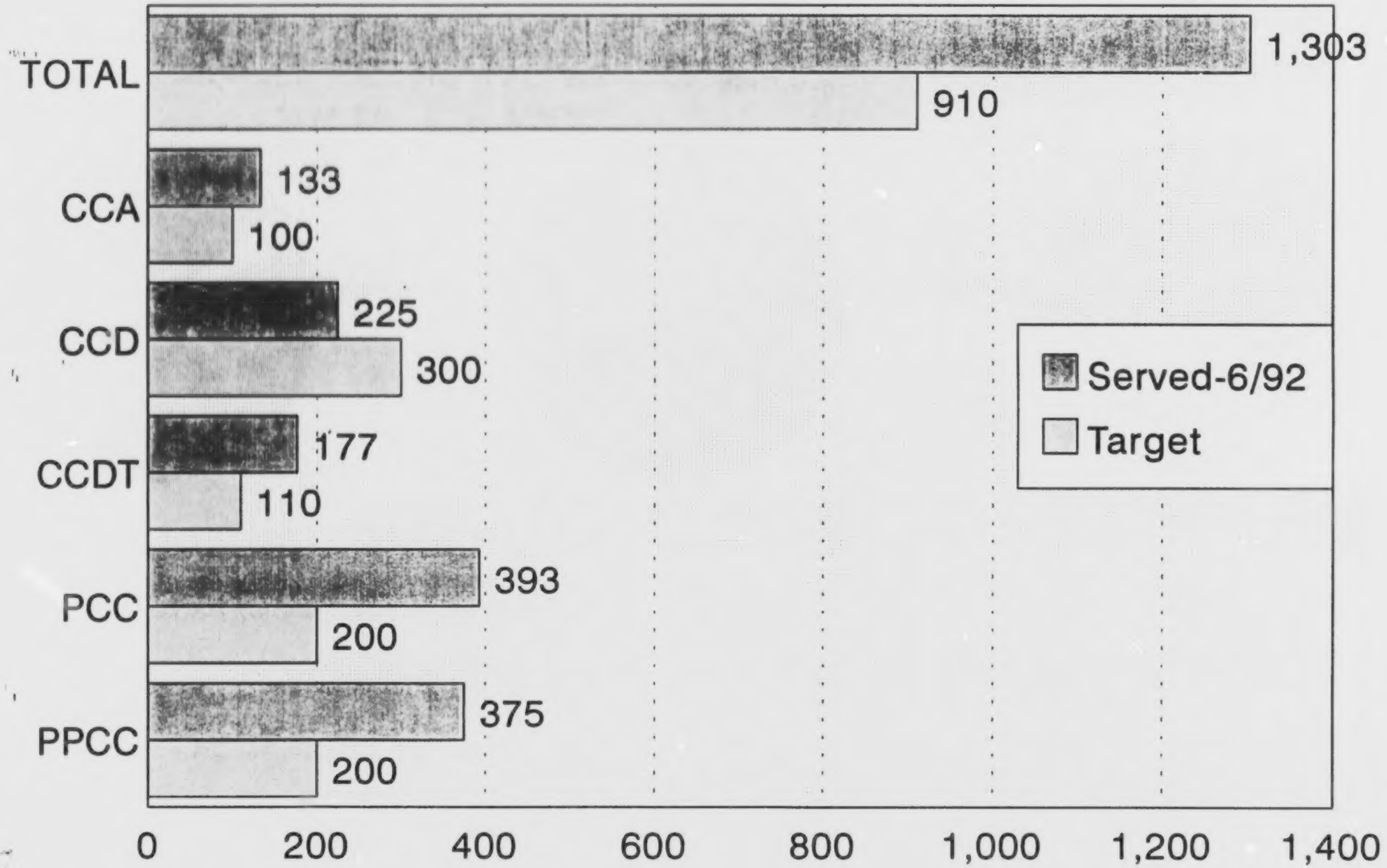
15. What was your greatest success?
The team development process at HP has probably been the greatest success. We had large numbers of teams/people volunteer to participate. Time was devoted to up front planning. A process for establishing high responsive teams was developed and has, for the most part, been followed. Both the Design Team and the Steering Committee have paid careful attention to task and detail.

IX. Program Data

The Federal data report is included for the final program results and graphically summarized. Future grant programs could plan for detailed analysis of these data after the grant ends.

Program Participants Served

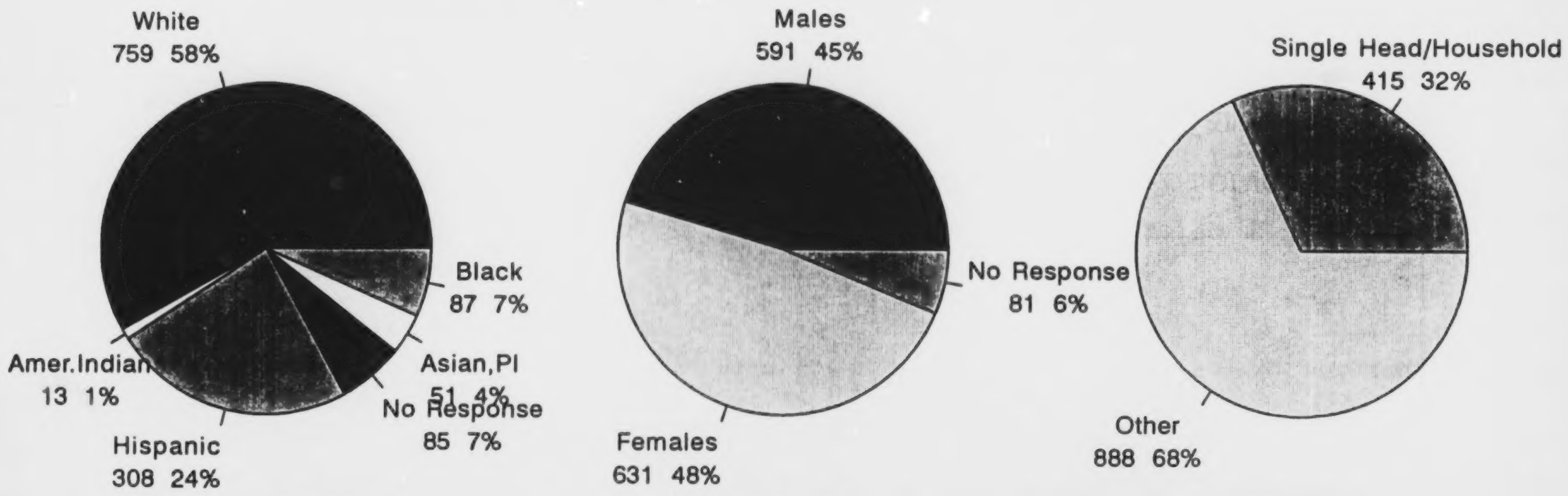
Colorado Workplace Learning Initiative



1991-92, as of 9/92 - 28,801 contact hours

Participant Data

Colorado Workplace Learning Initiative



Race / Ethnicity

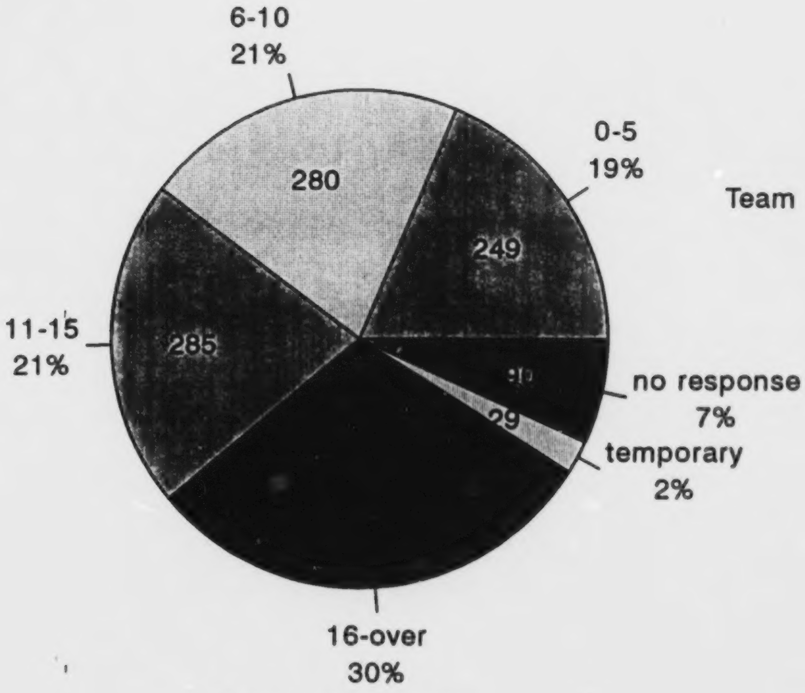
Gender

Home

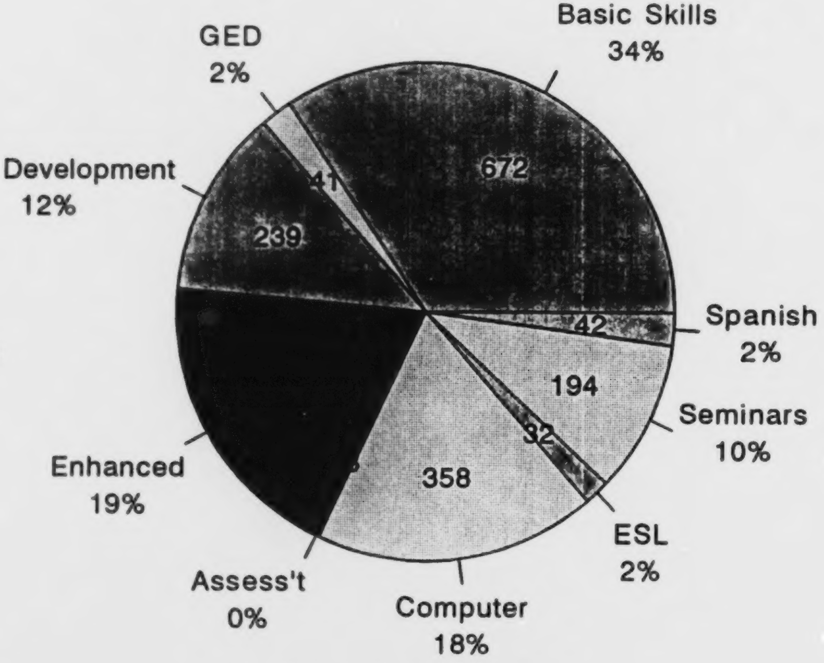
1991-92 as of 9/92

Participant Data - 2

Colorado Workplace Learning Initiative



Years with Company



Program Participation

26-3

1991-92 as of 9/92

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

PROGRAM TOTAL

FINAL REPORT 1992

Part 1: Program Parameters

1. Target No. to be Served: 910+

2. No. Served at Each Site to Date:

Site 1:	133/100
Site 2:	225/300
Site 3:	177/110
Site 4:	393/200
Site 5:	375/200

3. Total No. Served: 1303 (143.19%)

4. Fed. Funds Obligated: 620,060

5. Matching Funds/In Kind: 271,885

6. Value Release Time: 105,152 (3/5 sites)

7. No. Participating in Programs Offered:

Basic Skills:	672
GED:	41
ESL:	32
Enhanced Basic Skills:	374
Seminars	194
Spanish	42
Computers	358
Assessments	8
Team Development	239

8. Contact Hours Provided: 28,801

(Contact hours are the number of teaching hours that workers receive)

Part 2: Participate Data

1. Mean Age Participates: 35.6

2. Sex: Males 591 Females 631 No Response 81

3. Race/Ethnicity: No. who are:

White	759(58%)	Am. Indian/ Alaska Native	13(1%)
Black	87(7%)	Asian/Pacific Islander	51(4%)
Hispanic	308(24%)		
No Response	85(6%)		

4. No. Single Head of Household: 415

5. No. Limited English Proficient: 36

6. Outcomes

Outcomes	No. Participants
a. tested higher on basic skills	158
b. improved communications skills	126
c. increased productivity	UNK
d. improved attendance at work	UNK
e. increased self-esteem	151

7. Years with Company

Years with Company	No. Participates
unemployed	0
0-5	249
6-10	280
11-15	285
16-Over	399
No Response	90
Temporary Employees	(29)

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

COMMUNITY COLLEGE OF AURORA

FINAL REPORT 1992

Part 1: Program Parameters

1. Target No. to be Served: 100

2. No. Served at Each Site to Date:

Site 1a.	9	Commerce
Site 1b.	4	General Motors
Site 1c.	5	New Life
Site 1d.	36	Sky Chefs
Site 1e.	36	Stanley Aviation
Site 1f.	43	XEL

3. Total No. Served: 133

4. Fed. Funds Obligated: 123,104

5. Matching Funds/In Kind: 48,987

6. Value Release Time: 34,787

7. No. Participating in Programs Offered

Basic Skills:	132
GED:	5
ESL:	14

8. Contact Hours Provided: 1820

(Contact hours are the number of teaching hours that workers receive)

Part 2: Participate Data

1. Mean Age Participates: 37.46

3. Race/Ethnicity: No. who are:

White	63	Am. Indian/ Alaska Native	3
Black	18		
Hispanic	14	Asian/Pacific Islander	15
No Response	20		

6. Outcomes — No. Participants

NOT KNOW AT THIS TIME
a. tested higher on basic skills
b. improved communications skills
c. increased productivity
d. improved attendance at work
e. increased self-esteem

2. Sex: Males 66 Females 51 No Response 16

4. No. Single Head of Household: 50

5. No. Limited English Proficient: 17

7. Years with Company / No. Participates

Years with Company	No. Participates
unemployed	0
0-5	65
6-10	24
11-15	7
16-Over	6
Temporary Employees	0
No Response	31

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

COMMUNITY COLLEGE OF DENVER/US WEST COMMUNICATIONS

FINAL REPORT 1992

Part 1: Program Parameters

1. Target No. to be Served: 300

2. No. Served at Each Site to Date:

Site 2a. 225

3. Total No. Served: 225

4. Fed. Funds Obligated: 102,036

5. Matching Funds/In Kind: 12,825

6. Value Release Time: -0-

7. No. Participating in Programs Offered

Basic Skills:	119
GED:	0
Computer:	63
Enhanced basic sk. incl word process	374
Assessment	8

8. Contact Hours Provided: 3,675

(Contact hours are the number of teaching hours that workers receive)

Part 2: Participate Data

1. Mean Age Participates: 29

3. Race/Ethnicity: No. who are:

White	122	Am. Indian/ Alaska Native	4
Black	25	Asian/Pacific Islander	1
Hispanic	59		
No Response	14		

6. Outcomes — No. Participants

NOT KNOW AT THIS TIME

a. tested higher on basic skills
b. improved communications skills
c. increased productivity
d. improved attendance at work
e. increased self-esteem

2. Sex: Males 61 Females 156 No Response 8

4. No. Single Head of Household: 115

5. No. Limited English Proficient: 0

7. Years with Company

Years with Company	No. Participates
unemployed	0
0-5	95
6-10	32
11-15	47
16-Over	42
Temporary Employees	2
No Response	9

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

COMMUNITY COLLEGE OF DENVER/TEC

FINAL REPORT 1992

Part 1: Program Parameters

1. Target No. to be Served: 110

2. No. Served at Each Site to Date:

   Site 3a. 177

3. Total No. Served: 177

4. Fed. Funds Obligated: 92,660

5. Matching Funds/In Kind: 48,397

6. Value Release Time: 11,000

7. No. Participating in Programs Offered

Basic Skills:	135
GED:	29
ESL:	14

8. Contact Hours Provided: 2,146

   (Contact hours are the number of teaching hours that workers receive)

Part 2: Participate Data

1. Mean Age Participates: 36

3. Race/Ethnicity: No. who are:

White	97	Am. Indian/ Alaska Native	2
Black	6	Asian/Pacific Islander	18
Hispanic	34		
No Response	20		

6. Outcomes

Outcomes	No. Participants
a. tested higher on basic skills	20
b. improved communications skills	32
c. increased productivity	
d. improved attendance at work	
e. increased self-esteem	32

2. Sex: Males 65 Females 96 No Response 16

4. No. Single Head of Household: 68

5. No. Limited English Proficient: 16

7. Years with Company

Years with Company	No. Participates
unemployed	
0-5	1
6-10	1
11-15	84
16-Over	78
Temporary Employees	
No Response	13

NATIONAL WORKPLACE LITERACY PROGRAM INFORMATION FORM

PUEBLO COMMUNITY COLLEGE

FINAL REPORT 1992

Part 1: Program Parameters

1. Target No. to be Served: 200

2. No. Served at Each Site to Date:

Site 4a.	171
Site 4b.	29
Site 4c.	193

3. Total No. Served: 393

4. Fed. Funds Obligated: 97,415

5. Matching Funds/In Kind: 27,228

6. Value Release Time: Included in above.

7. No. Participating in Programs Offered

Basic Skills:	98
GED:	
ESL:	
Computer Lit:	295
Seminars	194
Spanish	42

8. Contact Hours Provided: 9159

(Contact hours are the number of teaching hours that workers receive)

Part 2: Participate Data

1. Mean Age Participates: 35

3. Race/Ethnicity: No. who are:

White	207	Am. Indian/ Alaska Native	0
Black	12		
Hispanic	156	Asian/Pacific Islander	5
No Response	13		

6.

Outcomes	No. Participants
a. tested higher on basic skills	49
b. improved communications skills	60
c. increased productivity	
d. improved attendance at work	
e. increased self-esteem	

2. Sex: Males 217 Females 154 No Response 22

4. No. Single Head of Household: 45

5. No. Limited English Proficient:

7.

Years with Company	No. Participates
unemployed	0
0-5	73
6-10	160
11-15	21
16-Over	134
Temporary Employees	9
No Response	5

NATIONAL WORKPLACE LITERACY PROGRAM INFORMATION FORM

PIKES PEAK COMMUNITY COLLEGE

FINAL REPORT 1992

Part 1: Program Parameters

1. Target No. to be Served: 200

2. No. Served at Each Site to Date:

   Site 5a. 94
   Site 5b. 279
   Site not identified 2

3. Total No. Served: 375

4. Fed. Funds Obligated: 103,246

5. Matching Funds/In Kind: 93,252

6. Value Release Time: 59,365

7. No. Participating in Programs Offered

   Basic Skills: 188
   GED: 7
   ESL: 7
   Team Development: 239

8. Contact Hours Provided: 12001

Meetings/Orientation	1672
Interviews/Task Analysis	1053
Testing/Assessment	738
IEP	53
Instruction Contact Hrs	8485

Part 2: Participate Data

1. Mean Age Participates: 39

2. Sex: Males 182 Females 174 No Response 19

3. Race/Ethnicity: No. who are:

   White 270 Am. Indian/ 4
   Black 26 Alaska Native 0
   Hispanic 45 Asian/Pacific
   Islander 12
   No Response 18

4. No. Single Head of Household: 137

5. No. Limited English Proficient: 3

6. Outcomes

Outcomes	No. Participants
NOT KNOW AT THIS TIME	
a. tested higher on basic skills	89
b. improved communications skills	34
c. increased productivity	unk
d. improved attendance at work	unk
e. increased self-esteem	119

7. Years with Company

Years with Company	No. Participates
unemployed	0
0-5	15
6-10	63
11-15	126
16-Over	139
Temporary Employees	18
No Response	32

X. Evaluation

Internal evaluation was built in to the process by program direction, statewide committees, budget processes, and project reporting requirements. Large amounts of data were collected on participation (see section *IX*) and from surveys. Since no plans were made for evaluation after the grant ends, much of these data will be reported by not analyzed. Future grant plans should include detailed analysis, internal evaluation reports, and longitudinal studies of impact on workers and business.

A review of the evaluation process which follows was in response to the *Department of Education's Grant Close-out Program Survey*. It captures the issues, needs and sentiments of the program and project on both internal and external evaluation process needs.

What follows in this section is a Chart of Useful Research (overly ambitious), summary of data collected at each site from both internal and MCL perspectives, and copies of the central surveys conducted with participants, project leaders, program, and business partners.

The final report from the external evaluator, Mid-Continent Laboratory, Inc. is included. Final data which may surface after September 30, 1992, by be recorded by MCL and available from them.

Colorado Workplace Learning Initiative
Survey Strategy

In order to gather information from the participants at the five project sites of this program, the following survey plan and questionnaires have been designed.

Who / Target	What Information Informati	How / Method	When
(A)managers and supervisors (B)company / organization leaders (C)union members / leaders (est. N=50)	attitude about literacy in workplace change in attitude as a result of this program awareness of basic skills training and the program in particular perception of project quality, impact on worker, impact on workplace	(1)survey; open and closed ended questions (2)observations by project leader (3)testimonials	(1), (2), and (3) end of project or when respondent leaves position; may need to do multiple surveys if more than one individual is involved
(D)college leaders (est. N=10) combined- 1 survey	attitude about literacy in workplace change in attitude as a result of this program awareness of basic skills training and the program in particular perception of project quality, impact on worker, impact on workplace, impact on college perception of role of community college, higher education in this area	(1)survey: open and closed ended questions (2)observations by project leader (3)testimonials	(1), (2), and (3) end of project or when college leader leaves position; may need to do multiple surveys if more than one individual is involved

employees / participants (E)active participants (F)in-active participants (G)completers (H)non-participants (est. N=1,000) DONE	course evaluation: content, instructor, format, schedule, location, timing overall project evaluation (content and process) project awareness & communication impact on performance; usefulness of feedback logistics: location, schedule, timing perception of how employer, family and community view program and improvements to performance	(1)course evaluation customarily conducted by college (course, seminar); copies of surveys attached (2)mid-course evaluations conducted on occasion for course adjustments (3)end-of-participation survey (when no return) (4)end of project overall evaluation (5)survey for non-participants-random sample	(1)at end of each event (2)site and instructor judgement (3)upon absence of participant from following event (backlog conducted April) (4)at end of project--completers and non-participants (5) last two quarters of project as time permits
(I)instructors (est. N=12) - BY SITE	awareness of project attitude of participants shifts in participant attitude and performance challenges faced opportunities for improvements	survey of open and closed ended questions	at end of instructional assignment
(J)project leaders (est. N=5) DONE	success of project success of program what processes / management tactics worked / did not work aspects of grant design and process that were helpful / not helpful recommendations / improvements	(1)survey-open ended (2)visitation (3)anecdotal (4)survey - open and closed ended questions	(1)conducted second quarter (2)conducted third quarter (by program director and external evaluator) (3) and (4)conducted at end of projects

COLORADO WORKPLACE LEARNING INITIATIVE
DATA COLLECTION & REPORT GENERATION

	all interested--> employees	----------->	all partici-pants----->	active participants>	counseling, workshops,-> seminars, classes	----------->	partici-pants completing	others
		non-participants				inactive participants		
Common Survey for All Programs		non-partici-pant survey	demographic data sheet individual education plan					managers supervisors bus ceo's col ceo's instructors union project ldrs
CCA							participant survey	
CCD							workshop evaluation	
							course evaluation	
							participant evaluation	
CCDTEC	ETOP Needs Assessment						GED program evaluation	
							course survey	
PCC	Task Analysis			current student survey	mid-term evaluation	non-returning survey	seminar evaluation	instructor survey by supervisor
	Needs Assessment						course survey	
PPCC	Task Analysis				mid - course evaluation		course participant survey	

Meta-analysis of Training Evaluation Data

Nine separate survey instruments were administered to students across the five project sites for purposes of collecting training evaluation data. The forms and their characteristics are summarized in Table 1.

Table 1
Comparison of Training Evaluation Instruments

Training Site	Survey Instrument	Approach and Format	Relevant Items
Community College of Aurora	Participant Survey (20*)	Mostly open ended; some 5-point ratings and yes/no questions	1, 2a, 2b, 2c, 3, 4, 5, (7), 9
Community College of Denver	Workshop Evaluation (11)	Two separate forms; mostly open-ended questions	(1, 2) 4, 5, (6)
	Microcomputer Training Course Evaluation (14)	Fifteen specific items rated on 5-point scale; six open ended questions	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, A, B, (C)
	Participant Evaluation (19*)	Mostly open ended; some 5-point ratings and yes/no questions	1, 2a, 2b, 2c, 3, 4, 5, (7), 9
CCD Technical Education Center	GED Program Evaluation (17)	Fourteen statements (agree, disagree, n/a); 4 open ended questions	(5, 6), 7, 8, 9, 10, 11, 13, 14, 15, 16
	Course Survey (18)	Seven mixed items; yes/no, open ended, and 5-point ratings	2, 3, 4, (6)
Pueblo Community College	Seminar Evaluation (12)	Three separate forms; 4-6 open-ended questions	Form A: 1, 2, 3 Form B: 1, 2, 3 Form C: 1, 2, 3, 4
	Student Feedback Evaluation (21)	Twelve mixed format questions; 5-point ratings, yes/no, open ended	A, B, C, D, e, f, g, h, i, L

Training Site	Survey Instrument	Approach and Format	Relevant Items
Pikes Peak Community College	Course Participant Survey (13)	Twenty-two specific items; 4-point ratings of agreement	1, 2, 3, 5, 6, 7, 8, 9, 10, 12, (14, 15, 16), 18, 19, 21, 22

* Forms 19 & 20 are identical.

As shown in the table, these surveys varied in terms of their scope, focus, format, and other characteristics. However, it is possible to reconcile the differences among them through a meta-analytic approach. The approach is designed to produce comparable data across all five sites, although the relative contributions of data from each site will differ because of differences in the number of participants, response rates for each survey, and the evaluation questions addressed. The following define the strategy:

- Only end-of-course evaluation data are included in the program meta-analysis. This avoids duplication (for example, between mid-term and end-of-course evaluations provided by students in a single class) and ensures a consistent student perspective while excluding only a relatively small amount of the data available for analysis.

- A common set of 7 general evaluation categories with 21 specific factors was established, based on the review of the survey instruments. Data from any particular class of students is allowed to contribute in a positive, neutral, or negative fashion to each of these factors. As some evaluation questions are open-ended, the data cannot be distributed uniformly across factors; this results in unequal numbers of respondents to a given question.

- Only aggregate class data are included in the analysis; that is, each course summary can add at most one piece of information per factor. In order to adjust for differences in class size and hours of instruction, (a) ratings can be weighted in terms of participants, and (b) training can be classified into one of three types: seminar/workshop (1-6 hours), short class (7-12 hours),and semester course (13-20 hours).

- In those cases where summary data is not available it will be necessary to create summaries from the individual survey forms prior to their inclusion in the meta-analysis data set. It is expected that this is most likely to be the case for open ended instruments.

- Data conversions are accomplished according to the following procedure:
  Positive = [SA & A], [yes], [like most], [A & B], [agree], [5 & 4], [3]*
  Neutral/Not Applicable = [don't know], [unsure], [no response?], [3], [E], [n/a]
  Negative = [D & SD], [no], [like least], [dislike], [C & D], [disagree], [2 & 1], [5,4,2,1]*

The mapping of aggregate survey data for the analysis is at this time tentative and will require modification as actual data are reviewed. Six common educational categories are identified that could be addressed by respondents using any of the nine survey instruments: (1) instructor, (2) course content, (3) course format, (4) materials/text, (5) setting, and (6) other issues. These categories can be further divided into specific factors and exemplars as shown below:

1. Instructor

1a. Quality of instruction/teacher (prepared, responsive, effective, fair, uses various methods, helpful)

1b. Instructor's knowledge (current, thorough, responsive to questions)

1c. Interpersonal characteristics (personality, attitude, communication, enthusiastic)

1d. Encourages participation

2. Course Content

2a. Clarity of objectives

2b. Organization (continuity, integration, progression from easy to difficult)

2c. Appropriateness (depth, breadth, too easy/difficult)

2d. Utility/relevance (too workplace specific, too academic, wrong job focus)

2e. Interest level (interesting)

3. Course Format

3a. Instructional methods/format (lecture, group, independent study, individual attention)

3b. Testing/assessment (frequency, apparent relevance, bias)

4. Materials/Text

4a. Availability/quality of text/materials

4b. Availability/quality of equipment

5. Setting

5a. Class composition (too large, too much/too little diversity)

5b. Class scheduling

5c. Classroom/location (lighting, noise, space, parking, safety)

6. Other Issues

6a. Availability of support services (child care, transportation)

6b. Availability of tutoring

6c. Costs (time, money)

6d. Worplace related concerns (confidentiality)

6e. Administrative (records, credit, notification of class changes, CC)

In addition, general evaluative statements or ratings are often collected. These include items such as "Would you recommend the course to others?", "Overall this course was...", "How satisfied were you with the training provided?", etc. These data are recorded in a seventh category, 7. Overall, which is designed to assess the training experience as a whole. This category would also be used to record nonspecific comments. For example, a response of "everything" to "What did you like about the course" would be coded as a positive response to the overall category.

SURVEY OF LEARNING CENTER STUDENTS

DRAFT

We are interested in your opinions about the value of the training provided by the learning center. Please take a minute to answer this brief survey. If a question does not apply to you, leave it blank. All responses are strictly confidential. When you have finished, simply fold the form as shown, tape or staple it closed, and mail it (postage has already been provided). Thank you for your help!

1. What training did you receive from the center? (check all seminars and classes you attended)

[ ] Math [ ] English [ ] Computer [ ] ...
[ ] Communication [ ] Team Building [ ] ...

2. Since the training, has your job changed? (check one)

[ ] No
[ ] Yes, I transferred to a new job with the same company
[ ] Yes, I was promoted within the company
[ ] Yes, I am not employed at this time
[ ] Yes, I have a new job with a different company

3. Did the training you received help you at work? (check one)

[ ]Yes, a lot [ ]Yes, a little [ ]No

4. If yes, how has it helped? (check all that apply)

[ ] I was able to get a new job more easily
[ ] I was able to be more secure in my present job
[ ] I was able to transfer within the company
[ ] I was able to obtain a promotion
[ ] the quality of my work has improved
[ ] my productivity on the job has increased
[ ] my attitude about work has improved
[ ] other (specify) ____________________________

5. Did the training you received help you to go further in school? (check one)

[ ]Yes, a lot [ ]Yes, a little [ ]No

6. If yes, how has it helped? (check all that apply)

[ ] I have a new interest in education
[ ] I took additional classes at the center
[ ] I took additional classes at the community college
[ ] I enrolled in a GED program
[ ] I enrolled in an AA degree program
[ ] I enrolled in a bachelor's degree program
[ ] other (specify) ____________________________

7. Did the training you received help you become a better person? (check one)

[ ]Yes, a lot [ ]Yes, a little [ ]No

8. If yes, how has it helped? (check all that apply)

[ ] I know more about the subject or have better skills
[ ] I have more confidence
[ ] I am more willing and able to learn
[ ] I communicate or interact better with others
[ ] other (specify) ____________________

9. Do you have any other comments about the training you received?

____

____

____

2550 South Parker Road, Suite 500
Aurora, Colorado 80014

Mid Continent Laboratory, Inc.
Attention: Bob Keller
2550 South Parker Road, Suite 500
Aurora, CO 80014

National Workplace Learning Program - Peer Review for Team Work

The following form is designed to provide constructive feedback to team members:

This form is completed by manager as well as each team member
at the completion of the team project, or
upon request from a team member prior to performance reviews.

The manager/supervisor will include this feedback in the employee's records and consider this feedback in preparing a performance review.

CANDID AND THOUGHTFUL FEEDBACK is expected; you may complete the form anonymously, or sign the form.

NAME OF TEAM MEMBER REVIEWED__________________________
WORK TITLE_____________________**SITE**_________________________________
PROJECT NAME AND BRIEF DESCRIPTION:

TEAM MEMBERS_________________ _____________________
_________________ _____________________
_________________ _____________________

DATE PROJECT BEGAN______**DATE TEAM MEMBER JOINED**________
PROJECT COMPLETED?_____**yes; when**_________
_____**no; anticipated completion**_______

---

1. How successful was /is the team member with accomplishing project goals?
very successful__somewhat successful___not very successful___not at all successful____
Comment:

2. Use five key words to describe the contributions of this team member to the total program:

3. Please rate this team member on the following attributes:

	poor performance	1.2.3.4.5.6.7.8.9.10	outstanding performance
a. timeliness of work; meets most deadlines			___
b. quality of work and contributions			___
c. follow-through to completion of tasks			___
d. originality/ creativity of ideas			___
e. facilitative capacity (helps team resolve problems)			___
f. performance as team player			___
g. overall ease of participating			___
others (please list):			
_______________			___
_______________			___
_______________			___

4. Please comment on the strengths of this team member.

5. Please comment on areas of performance which could be benefit from improvement.

6. Comment on this team member's potential for leadership and individual contributions to future teams. What recommendations would you offer to this team member?

National Workplace Literacy Program - Feedback Survey

As our grant program draws to a close, it is helpful for future efforts to assess the performance of our team and my leadership efforts. The following survey has been designed to obtain constructive feedback for the purpose of processes and performance.

Overall team design of program.

1. Please comment on the value of working as a team for the Workplace Literacy Program?

2. How has the statewide collaborative helped your project?

3. How has the statewide collaborative hindered your project?

4. What suggestions do you have for improving upon the effectiveness of the program or individual projects?

Program Director's Role.

5. Please comment on the Program Director's role...what have you valued and what would you improve?

Value:

Improve:

6. What help or leadership would have benefited you or your project that was not been provided?

7. Would you recommend that CCCOES provide central guidance for future statewide grant activities? Please comment, or provide suggestions on alternatives.

Individual Program Director Feedback.

8. Please rank the program leadership on the following characteristics:

	poor	1..2..3..4..5..6..7..8..9..10..	outstanding
a. offered quality work and contributions		1..2..3..4..5..6..7..8..9..10..	
b. maintained communication		1..2..3..4..5..6..7..8..9..10.	
c. provided original & creative ideas		1..2..3..4..5..6..7..8..9..10.	
d. provided a vision for work		1..2..3..4..5..6..7..8..9..10.	
e. helped team resolve problems		1..2..3..4..5..6..7..8..9..10.	
f. public representation of program		1..2..3..4..5..6..7..8..9..10.	
g. overall program leadership		1..2..3..4..5..6..7..8..9..10.	

comments:

9. Use five key words to describe the contributions of program leader?

10. Please comment on the strengths of this leader.

11. Please comment on areas of performance which could benefit from improvement.

PIKES PEAK COMMUNITY COLLEGE AND HEWLETT PACKARD
Employees Served: 279

BUSINESS AND COLLEGE PARTNER SURVEY

National Workplace Learning Grant Program 1991-92
Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement

Dear Colleague,

As this project draws to a close in September, it is extremely important to collect information on the projects in order to learn from these experiences. As leaders of our organizational partners, your impressions and feedback are especially critical.

Please take a few minutes to complete this brief survey with responses from *your* perspective. We will be presenting the collective results to you, as well as to the U.S. Department of Education.

Thank you for your time and cooperation. Most important, we hope you and your organization have benefitted from participation in this initiative and will continue commitment to basic skills training.

If you need assistance from other members of your organization to complete the survey, please list all of the respondents who participated.

____ Your title

____ Title of other respondents

____ who participated in survey

____

Thank You!

Maryann Billington

1. Organization: ☐ College ☐ Business ☐ Other________________________

2. Why did your organization agree to partnership on this initiative?

3. What subjects or areas did you expect would be addressed by the training delivered through this project at the time your organization signed for the partnership? (We have the actual topics recorded separately.)

GED ☐
ESL ☐
Math ☐
English ☐

Soft Skills ☐
Technical Skills ☐
Communication ☐
Computer Literacy ☐
Others ________________________________
____

4. Which of the following expectations did you have concerning this project's impact on the workers/participants? Which of these is it your impression were met?

	Expected		Met
a. increased productivity	☐	.............a.............	☐
b. ability to learn changing technology	☐	.............b.............	☐
c. preparation for certification	☐	.............c.............	☐
d. increased opportunities for promotion within	☐	.............d.............	☐
e. upgrade English skills	☐	.............e.............	☐
f. increased customer satisfaction	☐	.............f.............	☐
g. completion of GED	☐	.............g.............	☐
h. enrollment in other (higher ed) courses	☐	.............h.............	☐
i. increased self esteem	☐	.............i.............	☐
j. effective team performance	☐	.............j.............	☐
k. improved attitude about work	☐	.............k.............	☐
l. worker attendance increase	☐	.............l.............	☐
m. improve performance in other company related training courses	☐	.............m.............	☐
n. improved basic skills, i.e. reading, math, writing	☐	.............n.............	☐
o. increased ability to work effectively with others	☐	.............o.............	☐
p. others: ____________________	☐	.............p.............	☐

5. What are your views concerning basic skills of workers? How has this project changed, if at all, these views?

6. (a) What were the best, most successful features or characteristics of this project?

(b) What were the weak characteristics or problems encountered in this project?

7. Please rate your perception of the project on the following:

	Excellent	Good	Fair	Poor	Other Rating:
Recruitment of participants	☐	☐	☐	☐	________
Retention of participants	☐	☐	☐	☐	________
Benefits to participants	☐	☐	☐	☐	________
Benefits to college	☐	☐	☐	☐	________
Benefits to company	☐	☐	☐	☐	________
Instructional materials	☐	☐	☐	☐	________
Instruction quality	☐	☐	☐	☐	________
Class location	☐	☐	☐	☐	________
Class time/schedule	☐	☐	☐	☐	________
Management/Company support	☐	☐	☐	☐	________
Others:					
______________________________	☐	☐	☐	☐	________
______________________________	☐	☐	☐	☐	________

Comments:

8. Given your experience with the project, what do you believe the roles ought to be of the following in workplace/adult education:

   a. business/employers

   b. colleges/higher education

   c. governmental agencies

   d. community

   e. K-12

   f. individual adults/participants

9. (a) Did you serve on the local/site advisory council? ☐ yes ☐ no

   (b) Please rate the effectiveness of this council in guiding the project?

   ☐ very ☐ not very ☐ not at all

   Please comment:

10. What are your organization's future plans concerning basic skills training for the workforce?

11. Would you encourage, endorse, or support your organization's participation in future similarly funded partnership initiatives on workforce learning?

    ☐ yes ☐ no

    Why or why not?

12. From your experience, please comment or offer any advice which would improve upon workplace learning or partnerships.

STATEWIDE ADVISORY COUNCIL TO THE COLORADO WORKPLACE LITERACY INITIATIVE

Please return to: Sherry Hermann
One Commerce Center Building, Suite 103
7222 Commerce Center Drive
Colorado Springs, CO 80919
FAX: 719-593-2709
PHONE: 719-593-2717

Meeting: Thursday, December 5, 1991
Location: Pikes Peak Community College at Commerce Center

I. Please rank the quality of the following aspects of the meeting:

	Excellent	Good	Needs Improvement
1. Usefulness of distributed materials.			
2. Length of meeting.			
3. Time of meeting.			
4. Location of meeting.			
5. Organization of the agenda.			
6. Small group discussions.			
7. Project presentations.			
8. Luncheon topic.			
9. Luncheon guests speaker presentation.			
10. Overall satisfaction with the SAC session.			

Comments:

II. Please make suggestions to improve upon future Statewide Advisory Council meetings.

III. Identify any topic(s) which you believe would be useful for small group discussions at future meetings.

IV. Please list ideas for luncheon topics for speakers that will benefit Council members.

FEEDBACK SHEET: CURRICULUM & INSTRUCTION COMMITTEE FOR THE COLORADO WORKPLACE LITERACY INITIATIVE

Please return to: Sherry Hermann
One Commerce Center Building, Suite 103
7222 Commerce Center Drive
Colorado Springs, CO 80919
FAX: 719-593-2709
PHONE: 719-593-2717

Meeting: Tuesday, October 22, 1991
Location: Pikes Peak Community College

A. Please comment on the following aspects of the meeting:

	Definitely	Somewhat	Not-at-all	Not Applicable
1. The meeting provided useful information.				
2. The materials distributed were useful.				
3. The length of the meeting was appropriate.				
4. The time of the meeting was convenient.				
5. The location of the meeting was appropriate.				
6. I had the opportunity to contribute to the meeting.				

Comments:

B. Please rank the quality of the following:

	Excellent	Good	Needs Improvement
1. Organization of the agenda.			
2. Quality of the presentations.			
3. Meeting room.			
4. Materials distributed.			
5. Quality of the discussions.			

Comments:

C. Please make suggestions to improve upon future Curriculum & Instruction Committee meetings.

D. Please list topic ideas for future meetings of the Curriculum & Instruction Committee.

1992 NATIONAL WORKPLACE LITERACY PROJECT DIRECTORS' CLOSE-OUT CONFERENCE SURVEY

Submitted by: Colorado National Workplace Learning Initiative
Contact: Program Director Maryann Billington

1. List two or three characteristics of a good evaluation plan:

> (1) Formative as well as summative: the plan needs to look ahead and help shape projects, not just look back upon activities or sum up what happened.
> (2) Qualitative as well as quantitative: while evaluators are researchers who seek quantitative measures of performance, much of the human elements and process learnings of these projects are best captured by qualitative measures.
> (3) Creative and coincident with project activities: more traditional evaluation instruments may not truly measure the impact of these projects over time. Further, evaluation should flow with the project and not appear as an outside, isolated activity.

The most important thing to avoid in designing an evaluation:

> ...is letting the evaluation parameters drive the project, rather than let the project determine what is evaluated and how.

2. To what extent were qualitative and quantitative data respectively available for your workplace literacy evaluation?

> Qualitative data were gathered primarily by observation by project leaders in diary or anecdotal fashion. The program director and external evaluator also used interviews and surveys to gather specific information of a qualitative nature. These data were available but often subject to interpretation by the individual(s) involved in gathering, interpreting or presenting the data. It is still unclear in the workplace learning process *what* qualitative data are of most value and measurable.
>
> Quantitative data were available in traditional ways: demographic data and pure counts were readily available. What was more difficult was the ability for a business partner to identify quantitative measures for worker productivity that would enable collection of quantitative data to measure the impact of this learning on worker activity. These data have been pursued and, while not validated, presented and analyzed.

To what extent was each valuable in deciding whether your project achieved its goals?

> All data are useful in determining progress, direction, and results. What needs improvement in evaluation processes to add "value" is the process by which evaluation is integrated into the project activity so that it avoids unnecessary duplication of efforts and enhances the project or program. Qualitative data in our project proved more insightful and dramatic. Quantitative data were more predictable in terms of results, or lack of results. Speculation is that as the processes in projects and programs become more routine and consistent, then quantitative data will provide more value.

3. How were basic skills gains such as gains in math, reading, problem-solving, communications skills and team work measured? How was mastery of new skills assessed?

The actual skill gains and technique varied by individual learner, course, project site, and business partner.

TOPIC	MEASUREMENT TECHNIQUES
math	traditional pre- and post- testing; participant feedback on survey for value, gains, and applicability to work
reading	instructor evaluation of in-class progress; participant and supervisor feedback on surveys for gains and applicability to work
problem-solving	instructor and peer evaluations of in-class progress; participant and supervisor feedback on surveys for gains and applicability to work
communications	instructor and peer evaluations of in-class progress; participant and supervisor feedback on surveys for gains and applicability to work
team work	team feedback in class on progress; participant and supervisor feedback on surveys for gains and applicability to work

4. If included in your evaluation plan, how were work-based outcomes such as job retention, attendance, productivity and promotability measured? Were you able to determine a connection between improvements on these measures and participation in your workplace literacy program?

> Job Retention - Since most of our business partners were either downsizing or stable employers, job retention was a critical motivation for participation in this program. Our program is able to measure the number of participants who are still employed by that organization. However, a longitudinal study over time will determine if jobs are retained by these individual in the future. What is not measured is the direct link between the project and this retention, or lack thereof. In some cases, the threat of future downsizing as job skill needs advance was motivation for both the organization to participate as a business partner and for the worker to attend.
>
> Attendance - The impact of projects on attendance was not tracked directly since most employers would not or could not provide this information. We have asked for a qualitative evaluation of this in our survey of business partners, participants and, in some cases, supervisors.
>
> Productivity - Again, business partners had difficulty identifying productivity measures in their businesses which made it difficult for us to measure impact. However, we again asked for a qualitative evaluation of productivity in our survey of business partners, participants and, in some cases, supervisors.
>
> Promotability - Most of our business partners are either downsizing or stable. Thus, promotion opportunities are severely limited at this time. Some partners expected the training would result in movement from their organization to another (without layoff) so that the downsizing would continue. This item would best be measured in a longer term longitudinal study, especially as the economy and business activity improves (measure the difference in promotion tracking of participants and non participants).

What information was provided to the employer(s) to demonstrate cost-benefits of the program? How was this information derived?

> Information is currently being gathered for presentation to business partners. Each of the 13 partners will receive a final report. The content, nature, and style of report is determined by partner and project

leaders as appropriate for that situation. The information to be reviewed was derived from (1) partner letters of articulation siting expectations (copies of 13 included in quarterly reports); (2) a metrics chart discussed, built and revised continually throughout the project (attached); (3) individual needs and limitations of project business and college partners; (4) direction and limitations of external evaluation information gathering; and (5) resources available.

5. If a part of your evaluation, how did you measure changes in self-esteem? Were you able to determine a connection between improvements on these measures and participation in your workplace program?

Self Esteem - Again, this was measured by instructor and peer evaluations of in-class progress as well as participant and supervisor feedback on surveys for gains and applicability to work. These measures are primarily qualitative and also sensitive. Speculation is that the improvement and impact will increase over time, not in the short time of these projects.

6. What methods were successful in protecting employee and employer confidentiality with respect to production and improvements in productivity?

Business partners determined the measures, availability and needs. We affirmed for all projects and individuals (in writing in letters of articulation, copies of Federal partnership form, on individual education plan form for participants) that their individual data would be confidential, but that cumulative data will be used for purposes of evaluation.

Site advisory teams, as well as special meetings among business partners to discuss and agree upon important data and confidentiality practices were conducted.

Individual confidentiality seemed more important than company confidentiality (to both individual *and* business partner). Thus, it was difficult to measure impact on individual work practices since their participation was held confident.

For data roll-ups, specific sites were identified by code number rather than name. In some cases, the companies requested their names not be included in any public relations releases.

7. What are the most important characteristics to look for in hiring a third-party evaluator?

(1) Experience and credibility with evaluation.
(2) Flexibility and creativity with regard to practices; NOT traditional since these are nontraditional projects and issues.
(3) Experience with adult and worker learning, not just K-12.
(4) Compatibility with program/project teams views, values and style; do not need conflict.
(5) Quality techniques and practices to assure timeliness and accuracy.
(6) Neutral party; no interest or stake in outcomes of project, e.g. seeking to sell a product resulting from this work.

8. What findings were included that could be explored further in an evaluation of the National Workplace Literacy Program's effectiveness?

Our final report submitted after September 30, 1992, will provide much more detail concerning these findings.

- The validity of productivity measures (team with business researchers on this one).
- Practices of management and company policies and their impact on worker productivity, no matter how much worker training has been conducted.
- What instruments are most effective for evaluating impact? Traditional instruments seem somewhat ineffective in measuring true impact, change in attitude, behavior, application of skill gain, etc.

- A view of the impact of worker training on basic skills needs to transcend company setting since worker mobility is so great; how can the transferability of basic skills be measured?

EVALUATION OF

THE COLORADO WORKPLACE LITERACY PROGRAM:

DRAFT FINAL REPORT

Prepared by:

Robert A. Keller

Mid-Continent Laboratory, Inc.
2550 South Parker Road, Suite 500
Aurora, Colorado 80014

Prepared for:

Colorado Community College and Occupational Education System
One Commerce Center Blvd., Suite 103
7222 Commerce Center Drive
Colorado Springs, Colorado 80919

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I. INTRODUCTION

The Colorado Workplace Literacy Program (CWLP) was established in 1991 through funding from the U.S. Department of Education with additional support from the Colorado Community College and Occupational Education System (CCCOES), community colleges in Denver, Aurora, Pueblo, and Colorado Springs, and thirteen business and industry partners. The purpose of the 18-month program was to assess the workplace literacy and training needs of participating organizations and their employees and to design and implement training tailored to meet those needs. Based on these efforts, and in collaboration with other agencies and organizations, the program was also expected to develop a comprehensive model for workplace literacy programs in Colorado.

The Mid-Continent Laboratory, Inc. (MCL) began a 12-month collaborative project to evaluate the CWLP in September, 1991. This document describes the overall approach and methods used in the study as well as a summary of the findings and conclusions.

Program Evaluation Goals

The purpose of this program evaluation was to assist the individual training projects and the overall program in meeting their goals by providing a comprehensive and objective assessment of CWLP activities and outcomes. Specifically, the evaluation goals were to:

- determine the extent to which the program was able to meet its performance and schedule milestones;
- examine the contribution of the program and its component workplace literacy projects in meeting the goals of the Department of Education and CCCOES; and
- estimate the potential for meeting the learning needs of Colorado's workforce through continued and additional program partnerships.

Because of the diversity of the local training projects and local partnerships involved, the evaluation adopted a bottom-up strategy, initially focusing on comparing strategies and outcomes at the project level and then synthesizing information to address program level concerns. Thus, a primary objective of the evaluation design was to ensure that appropriate and comparable workplace literacy project data were collected and made available for program level analysis. It was also important that these data demonstrate program effectiveness in terms of perceived outcomes for both participating employees and their employers. While documenting program and project processes, the evaluation emphasized identifying and operationally defining job-related outcomes for those who participated in training.

II. APPROACH AND METHODS

The evaluation was planned as a collaborative effort in which the role of the external evaluator complemented and built upon internal evaluation activities conducted at each project site. Since the evaluation was not intended to compare and rank the success of individual projects, information concerning both effective and ineffective strategies was considered important. Thus, the results of these workplace literacy demonstrations provided insights about what worked well and what did not work well in specific environments. From an evaluation perspective, a given project was considered successful if it provided a common understanding about a process or outcome even though the particular strategy employed did not yield the desired results. In short, the overall objective of the evaluation was to generate new knowledge about the role of employers and community colleges in promoting literacy so that a comprehensive program model could be developed.

The initial Draft Evaluation Plan (MCL, 1991) and subsequent Evaluation Plan and Interim Report (Keller, 1992) provided a comprehensive framework for program evaluation within the context of the CWLP. Its implementation, however, was shaped by the level of available resources and the limitations of the project environments. Within this broad framework, evaluation questions were clarified and prioritized in view of available resources; data collection methods were selected in view of existing activities and the constraints of each project and partners; and variables were operationally defined in ways that recognized the unique circumstances of each project while ensuring compatibility across training centers.

Internal Evaluation

The fundamental responsibility for the collection and analysis of program and project evaluation data was internal. These activities were an integral and ongoing part of program operations, and included routinely reporting cost and progress, contributing to a database of student information, maintaining project diaries, developing case studies, and assisting the external evaluator. The intent was to "arrive at an understanding of the ways workers and employers can learn new skills and knowledge and become more competitive, efficient, and productive" (CWLP Proposal, 1990, p. 42). Target outcomes were identified and agreed upon by all program participants. The internal evaluation also addressed the broader qualitative issues of program management, project coordination, and service delivery.

External Evaluation

The role of the external evaluation was somewhat more limited, providing independent data collection and analyses to complement internal evaluation activities and assisting the CWLP program director and participating projects in meeting their information needs in a reliable and timely fashion. This role was accomplished by reviewing relevant documents, consulting with program and project staff, formulating plans for data collection and analysis, assisting with the development of appropriate cross-project evaluation instruments, and contributing to the analysis and reporting of evaluation results.

Evaluation Questions

As with any project of this scope the most important evaluation questions must be selected from the broad range of possible process and outcome questions that might be addressed through evaluation. The primary questions that were examined as part of this effort are listed in Table 1. The questions are organized according to four major program components. Program characteristics refer to the processes undertaken and the outcomes realized at the program level; project characteristics include the processes of design and implementation at the individual project level; project activities refer to the services provided and other accomplishments realized by each project; and employee outcomes include the changes in employee abilities and associated workplace productivity that resulted from their involvement in training. It should be noted that cost-related issues, although important for subsequent model development and implementation, were considered beyond the scope of this evaluation.

Table 1
Evaluation Questions by Component

Evaluation Component	Evaluation Question
1. Program Characteristics	1.1 Was the program able to meet its performance and schedule milestones? How did these accomplishments contribute to the overall Department of Education goals?
	1.2 What support and guidance was provided to the participating projects? To what extent was this assistance adequate and effective?
	1.3 How was communication and cooperation among projects accomplished within the program?
	1.4 Was a viable model developed for statewide implementation of the program? What is the potential for meeting the learning needs of Colorado's workforce through such a partnership model?
2. Project Characteristics	2.1 How were local training needs identified and curriculum developed? How did projects respond to changing needs?
	2.2 How did employers and community colleges work together to provide training? What types of organizational and staffing agreements were used?
	2.3 What were the characteristics of the literacy projects that were implemented in terms of their training objectives, target populations, and educational services?
	2.4 What methods and incentives were used to attract, recruit, and retain clients (e.g., flexible scheduling, time or pay compensation, job security, job promotion)?
	2.5 What instructional strategies and techniques were used to deliver training (e.g., OJT, traditional classroom, individualized instruction, independent study, computer-assisted instruction)?

Evaluation Component	Evaluation Question
	2.6 What types of supportive services (e.g., child care, transportation, tutoring) were used to strengthen training efforts and for whom were they available?
3. Project Activities	3.1 Were the services provided adequate? What additional services were needed to make workplace training more accessible to workers in need?
	3.2 What levels of training and support services were provided to program participants? Which services appeared to be most effective in meeting project goals?
	3.3 What were the demographic, socio-economic, and academic characteristics of individuals who enrolled in these workplace literacy projects? Were their characteristics consistent with those of the target populations?
	3.4 Were clients satisfied with the services that they received? What aspects of training did they find most useful and effective?
4. Employee Outcomes	4.1 To what extent were clients successful in completing training? What was the extent of learning gains realized by program participants?
	4.2 What factors contributed to training completion (e.g., employer, college, and family support; training content, location, and scheduling)? What barriers to completion existed?
	4.3 What employment-related client outcomes were realized by those who completed the training program (e.g., job retention, retraining, advancement, productivity, attendance, safety)?

Data Requirements and Methods

The primary focus of the evaluation was on the processes employed and outcomes realized by each of the five community college sites and their 13 business partners (Components 2-4). Program level evaluation questions (Component 1) were addressed primarily through secondary data collection methods. However, project level data were extended to the program level by preparing a composite of project level findings.

The major evaluation components, categories of relevant data, and suggested data collection sources and methods required for a comprehensive evaluation of the CWLP were identified from an initial review of program documents, discussions with the program director regarding internal evaluation activities, and an understanding of restrictions on data accessibility obtained from each site. Both primary and secondary data collection methods were incorporated so as to maximize the information available for analysis within the limited resources of the project. These methods included:

- a review of relevant program and project documents,

- on-site visits to each of the five sites,
- follow-up interviews conducted with project leaders,
- a survey of training participants,
- a secondary analysis of student training feedback, and
- an analysis of internal evaluation data.

Review of relevant documents. The CWLP proposal, quarterly progress reports, briefing materials, database documentation, and other relevant program and project-level materials were obtained and reviewed. This information was synthesized and presented to program staff for review and comment through site profiles and the interim report.

Project site visits. Initial site visits were made to each project site during the period December 1991 — January 1992, or approximately four months after training was begun. Structured interviews were conducted with a total of 19 individuals at the sites, including representatives of businesses, unions, and employees in addition to project staff members. Project design, implementation, expected outcomes, and data collection were the primary topics discussed in the interviews, which lasted approximately one hour each. A copy of the interview guide used is provided as Appendix A.

Follow-up interviews. Interviews with the five site directors were conducted during follow-up site visits in July 1992, near the completion of the planned training efforts. These interviews, which lasted approximately one and two hours each, paralleled the initial interviews but focused on changes in project operations, assessment of project success, and plans for future project activities. A copy of the interview guide is provided as Appendix B.

Survey of participants. A follow-up survey of program participants was conducted at the conclusion of the CWLP grant period in order to assess the perceived impacts of the training on their work, education, and personal growth. This brief survey instrument, included as Appendix C, was tailored to accommodate differences among sites and business partners. A total of approximately 1000 surveys were provided to CWLP staff at the local sites for distribution to participants; 191 completed surveys were returned directly to MCL by mail. Time limitations precluded a survey follow-up. Response rates varied substantially among the five sites, ranging from nearly 30 percent to only 10 percent, due to differences in survey distribution methods and levels of participant involvement. While the overall response rate was somewhat disappointing, the resulting data set was considered useful for purposes of this evaluation.

Secondary analysis of student feedback. Written student feedback regarding classes and instructors was routinely collected at the end of each session or seminar series at all five sites. These data were then summarized and reviewed by the site coordinator for each class. However, nine data collection forms, differing in both content and format were used for this purpose (these are summarized in Appendix D). In order to synthesize these data for program level evaluation, methods were developed for compiling the results reliably across sessions, classes, and project sites. Seven common educational categories were identified that could be addressed by respondents using any of the nine survey instruments: (1) instructor, (2) training content, (3) training format, (4) instructional materials, (5) setting, (6) other issues, and (7) overall. These categories were further divided into 21 specific factors and exemplars and a procedure was developed for mapping the data into a common three-point scale (positive-neutral-negative). By combining specific factors, it was then possible to compute summary ratings. Because of the open-ended nature of some items, only the instructor, training content, instructional materials, and overall training categories provided sufficient data for analysis. Summary "satisfaction" ratings for these categories were expressed as the percent of all responding participants who provided favorable feedback. Feedback from 616 participants in 95 different classes and seminars was included in the analysis.

Analysis of internal evaluation data. A wide variety of data were collected as part of the CWLP internal evaluation and reporting activities. These included participant data such as demographic information, Individual Educational Plans (IEPs), and assessment results, as well as project diaries, anecdotal information, and a survey of business and college partners. While these data are fully documented in the CWLP final report to the Department of Education, selected data were reviewed and incorporated into this evaluation report as well.

III. FINDINGS

In most demonstration efforts, project goals and services continue to evolve as changing economic factors, organizational restructuring, unanticipated client interests, new project personnel, and other factors influence how client needs can best be met. Some evolution is inevitable and even desirable, as long as the nature of the change is consistent with the broader program guidelines and goals. To some extent each of the projects in the CWLP experienced change during the grant period. While many of the factors responsible for change are indicated, the primary purpose of this report is to document those processes ultimately implemented rather than to chronicle the evolution itself.

Project Overviews

As part of the evaluation process, profiles describing the key project elements of each of the five participating sites were developed. These site profiles, which were included in the interim report (Keller, 1992), can be briefly summarized as follows:

- **Community College of Aurora** - CCA focused exclusively on meeting the training needs of small businesses. Training sessions, tailored to the specific circumstances of each of the project's six employer partners, were conducted on-site and often on company time.

- **Community College of Denver** - CCD worked exclusively with U.S. West telephone operators to provide training in word processing and various nontraditional topics such as stress management, communication, career development, and critical thinking. Training was provided mostly on-site during brief seminars and "brown bag" sessions in response to employee interests and in order to cope with the serious problem posed by frequently changing job schedules.

- **Community College of Denver's Technical Education Center** - CCD/TEC worked in partnership with AT&T and the United Brotherhood of Electrical Workers to provide independent study and structured courses to the employees of a large manufacturing plant. All training was provided on-site through an existing union-sponsored learning center, and focused on traditional basic skills identified through individual educational planning and assessment.

- **Pikes Peak Community College** - PPCC worked with two high-technology business partners, Digital Equipment Corporation and Hewlett-Packard, primarily through its off-campus training facility in Colorado Springs. Although basic skills training was provided, team-building, problem solving, communication, and other nontraditional topics were found to best meet the needs of these businesses and employees.

- **Pueblo Community College** - offered training to the employees of Colorado Fuel & Iron, U.S. West, and, through its partnership with the Latino Chamber of Commerce, various small to medium-sized businesses. Services were provided primarily at the Minnequa Center, a facility supported by CF&I near its plant, but also at the community college and at some business sites. In keeping with the diversity of its clients, the PCC project offered a broad range of basic skills, computer, and enhanced skills courses and seminars.

Component 1: Program Characteristics

The CWLP proposal stated that the overall goal of the program was to "establish a model for meeting the varied workplace literacy needs of Colorado's employers" (p. 1). The evaluation questions addressed in this section examine the nature and effectiveness of various program characteristics developed to meet this goal.

1.1 Was the program able to meet its performance and schedule milestones? How did these accomplishments contribute to the overall Department of Education goals?

Program Accomplishments

Despite an initial delay in the grant award and the need to recruit and hire new program staff, the program was largely successful in meeting its performance and schedule goals. These activities and accomplishments of the program are documented in the program final report. The initial delay in the grant award and subsequent project start-up was problematic for many sites, however, and it underscored the importance of having sufficient planning time to assess workplace needs, plan services, and establish partnerships prior to project implementation. These findings were consistent with Kutner et al.'s (1991) review of the National Workplace Literacy Program that recommended lengthening the grant period for workplace literacy programs beyond the current 18 months of funding - a recommendation that has since been adopted by the Department of Education.

1.2 What support and guidance was provided to the participating projects? To what extent was this assistance adequate and effective?

Project Support and Guidance

Program level training, coordination, and technical assistance activities were provided or brokered by both CCCOES and the host community colleges to participating project sites. The needs of the projects for support and guidance and the assistance provided were documented by individual sites. As part of the follow-up interviews, project leaders were asked to comment on the support and guidance provided by these organizations.

Project leaders were appreciative of the support and guidance provided by CCCOES, but had reservations about its overall effectiveness. They noted that program meetings were very useful but because of travel and scheduling constraints were less frequent than they would have liked. The database (PC Focus) training was also seen as helpful but not completely adequate in terms of its depth and follow-up. Support from the host community colleges was generally reported to be good or very good, resulting in significant amounts of in-kind resources being provided to the program. However, some project leaders noted that communication between their projects and the host organizations could be improved.

1.3 How was communication and cooperation among projects accomplished within the program?

Relationship Among Projects

Communication and cooperation among projects is of particular concern when training sites are as numerous and geographically dispersed as they were in the CWLP. This question was directly addressed in the follow-up interviews with project leaders. The relationship among projects was described by most project leaders as providing valuable psychological support but involving much less substantive sharing of curriculum or other materials than they would have liked. They noted that additional group planning meetings would have been particularly helpful but these were not possible because start-up activities were compressed into a very short timeframe as a result of the delay in the grant award. Distances among the sites and the unique characteristics of sites and business partners were seen as the primary factors limiting the relationship among the five projects.

1.4 Was a viable model developed for statewide implementation of the program? What is the potential for meeting the learning needs of Colorado's workforce through such a partnership model?

Statewide Model

Seven essential elements of a workplace literacy model were described in the CWLP proposal (refer to pages 21 -22) and embody the key features of exemplary programs (Kutner et al., 1991; U.S. Department of Education, 1992). They are: (1) organizational literacy audits, (2) assessment of the basic skills of individual workers, (3) curriculum development tied directly to workplace demands, (4) formats for effective individual educational plans for each worker participating, (5) the provision of support services where called for, (6) the provision of effective multimedia instruction in ESL, basic literacy skills, and GED preparation, and (7) the use of follow-up and evaluation data to inform and modify the program of instruction. These elements are implemented through a partnership among businesses, community colleges, and unions, which participate through advisory councils established at each site. A preliminary process model for implementing workplace literacy projects was also developed and includes a curriculum development component. The model further specifies characteristics of the partnership that are expected to enhance project success. The extent to which these elements were incorporated into projects at the five sites is described in the sections that follow.

A number of design and implementation issues related to project context remain to be addressed by this fairly generic model. For example, how are planning, marketing/recruiting, and implementation strategies influenced by the size and nature of the business? In what ways is the model compatible with different conceptual frameworks? How are the basic program assumptions and the associated design elements influenced by changing economic, demographic, and technological factors? What is the long-term role of workplace literacy projects and what mechanisms are available to transition them from demonstration efforts to established, community training programs?

Component 2: Project Characteristics

The five community college sites and 13 employer partnerships that comprised the CWLP projects were quite diverse in their clients, services, and workplace contexts, and other characteristics. For this reason they offered a particularly good opportunity for developing a program model that is generalizable to the broadest possible range of business and community applications. The evaluation questions that follow focus on understanding this diversity and its implications for the overall program model.

2.1 How were local training needs identified and curriculum developed? How did projects respond to changing needs?

Needs Assessment/Audit

In keeping with both the program model and recommended practice, educational needs assessments or audits were conducted by all of the project sites as part of the start-up and implementation stages. The extent of the audits, however, was largely determined by the individual business partners and the nature of the employees targeted for training. The resulting audits varied substantially in their comprehensiveness and rigor, as relatively few sites included formal task analysis and workplace observation in their assessment process.

The scope of the audit process seemed to depend somewhat on the size of the business partner involved. At large business sites the process was typically more systematic and objective. In Colorado Springs, for example, Hewlett-Packard relied on an independent consulting firm to formally conduct task analysis and employee basic skills testing. At the Digital Equipment Corporation site, project staff conducted job task analysis, individual interviews with managers, group interviews with employees, on-the-job observation, and employee basic skills testing. At smaller employer sites, audits were somewhat less formal and sometimes derived simply from meetings with employers and workers. Educational testing was not conducted as an integral part of the needs audit at most sites.

All sites relied on information provided by both employers and workers to identify educational needs. Typically, written surveys were used to assess how workers perceived their educational needs while interviews were used to identify worker needs as perceived by management. In those instances where the needs identified by workers and management differed, the resulting instructional services offered by project staff were usually selected to address the highest priorities of both groups. Given that participation in local projects was mostly voluntary, however, services were sometimes designed to respond to employee interest rather than demonstrated workplace literacy needs.

Curriculum Development

The extent to which curriculum development was required or undertaken varied substantially as a function of sites and content areas. Curriculum included a combination of off-the-shelf and project-developed courses, and in both cases site staff tailored instructional materials to the workplace. Nearly all curriculum development was undertaken independently by the projects using their own staff or specialists available through the host community colleges. Projects did not collaborate significantly in curriculum development.

2.2 How did employers and community colleges work together to provide training? What types of organizational and staffing agreements were used?

Project Partnerships

Education, business, and employees were well-represented in each of the five CWLP projects studied. All partners signed formal agreements with the grantee as part of the initial proposal, and reaffirmed their commitment to and expectations of the projects through letters of articulation that were signed approximately six months after the award. Maintaining broad-based, active partnerships was seen by project leaders as essential for project success. This observation was consistent with recommendations from the U.S. Departments of Labor and Education (1988; 1992) and the Business Council for Effective Literacy (1987). They also noted, however, that personnel and organizational changes during the lengthy period between the preparation of the proposal and the award of the grant were detrimental to the partnerships.

Role of Employer Organizations

As a group, the initial roles of employers participating in the local CWLP projects differed somewhat from the roles of employers in many of the workplace literacy projects reported in the literature, particularly with respect to their goals, level of commitment, and expected outcomes. While some managers strongly supported the effort, others appeared to be relatively unaware of or unconcerned with project goals and services until late in the grant period. Few businesses provided financial incentives (e.g., time off with pay or bonuses) directly to employees who participated. The level of employer commitment was actively addressed by project staff and their partners as their roles were further refined and questions about the long-term outlook for the CWLP were explored.

Two reasons were given for the mixed success among management partners. First, dramatic changes in the national economic climate took place resulting in corporate restructuring and significant downsizing within many of the participating businesses. Second, changes in personnel during the time between proposal submission and the grant award meant that many of the projects had to be "resold" to new managers. Apparently the extent of project front-end activities needed to inform and recruit management was underestimated, as additional efforts were required.

The involvement of the Latino Chamber of Commerce in Pueblo was unique among the employer partners in that it was a membership organization rather than a business. It was also important to the development of a state model since involving community organizations could be an efficient strategy for recruiting large numbers of employees, particularly from small and medium-sized businesses. While this partnership was successful in recruiting more than half a dozen additional businesses, the variety of workers and industries complicated service delivery.

The willingness of business partners to continue program services beyond the initial period of grant support and the interest expressed by other businesses in similar training opportunities are often indicators of program success. While the future of these projects and partnerships remained somewhat uncertain at the time of this report, four sites expected to continue to provide training to the employees of at least some of their business partners. Contractual arrangements were expected to vary somewhat among sites but the future work was expected to be provided primarily on a fee-for-service rather than a partnership basis.

Role of the Unions

Unions played a pivotal role in the level of success realized by at least three of the five CWLP projects. Particularly in the CCD/TEC and PCC sites, unions contributed significantly to project development and provided valuable support. At CCD's U.S. West site, on the other hand, failing to directly involve the union may have precluded some recruiting or scheduling strategies that, if implemented, might have enhanced employee participation.

2.3 What were the characteristics of the literacy projects that were implemented in terms of their training objectives, target populations, and educational services?

Project Goals and Objectives

A clear definition of workplace literacy is central to the development of well-articulated project goals and objectives. The proposal stated that "all instruction, except in the GED component, focuses on job-specific literacy skills, with the aim of allowing workers to gain the skills needed to perform their jobs more competently than at present, thus increasing productivity and opportunities for advancement" (p. 8).

As part of the letters of articulation developed for each business partnership, goals were specified for the community college, the business, and the participating workers. The most common goals for community colleges were: (1) to work with their business partner(s), (2) to provide quality instruction, and (3) to identify and meet the individual needs of workers. Three of the five sites specified measuring impacts on the workplace or worker productivity as a goal, and two identified curriculum development. Company goals were somewhat more diverse and less specific. They included quality instruction, better workers, and improved worker skills and attitudes. While validation in terms of workplace gains was a goal for companies at three sites, the nature of the expected gains was not clearly stated. One company, U.S. West, included "employees leaving as a result of the transfer plan or for a better job opportunity" as a goal. Employee goals focused on the assessment and improvement of skill levels. Only two sites included job retention, advancement, or increased employability as project goals.

In general, project goals were not sufficiently detailed to allow for evaluation of project outcomes for participating clients and businesses. Goals were stated in terms of instructional and administrative process components rather than anticipated skill level improvements, expected changes in job performance, changes in the workplace climate and worker morale, etc. From an evaluation standpoint this limited project accountability for the services provided and whether or not they are effective in terms of client learning or attitudes. The importance of deriving measurable project outcomes for employees and businesses was addressed by the project leaders, however, and is discussed more fully in the section titled "Component 4: Employee Outcomes."

Target Client Groups

The CWLP proposal stated that training would target "adults with inadequate skills for whom the training is expected to mean continued employment, career advancement, and increased productivity ... particularly those workers that the growing technologization of America puts in jeopardy, such as line workers, operators, fabricators and laborers" (p. 8). In practice, target groups were more broadly defined to include essentially all interested employees at the participating business sites. At most sites employees from specific job areas were identified as those most likely to benefit from the training and recruiting was focused on those areas. For example, projects focused on directory assistance operators at U.S. West, production line employees at Hewlett-Packard, and food preparation workers at Sky Chefs Flight Kitchen. Demographic characteristics of clients, such as age, were not used to specify inclusion in target groups. Participation by employees was generally voluntary and self-selecting.

Educational Services

The CWLP proposal indicated that, in addition to educational assessment, all projects would include three training components: English as a second language (ESL), basic skills, and GED training. This overall design clearly shifted during project implementation to include a much broader range of educational services. The reasons most frequently given for the shift were: (1) economic changes resulted in recession-related downsizing; (2) businesses were in a period of transition from traditional management hierarchies to more self-directed team oriented structures; and (3) employee needs and interests were oriented toward more "soft" skills (e.g., communication), computer applications, and career development.

Table 2 summarizes the classes offered by each of the projects in three general categories: basic skills (including GED and ESL), computer skills, and enhanced/nontraditional skills. Because client target groups were broadly defined, and because the needs assessment process was often designed to accommodate both employers and workers, it can be seen that a wide array of course offerings were made available at all sites. The instructional formats used included structured classes, independent study, and brief topical seminars.

As shown in the table, traditional basic skills remained the focus of CWLP projects, at least during the first half of the grant period. Reading, writing, and mathematics instruction were provided at most sites, and basic skills assessment was available at all sites. ESL and GED classes were provided less often, presumably because employees had fewer needs in these areas.

During the second half of the grant period, project educational services focused on a wide variety of less traditional skills, including both those that were clearly relevant to the workplace as well as those that were only indirectly related to the participants' current jobs. Computer courses were provided most frequently, ranging from general introduction and keyboarding classes to specific applications such as WordPerfect, Lotus, and Windows. As shown in Table 2, three of the sites provided some computer training to participants. Other job-related training that was designed to enhance employee skills on the job included electronics, Spanish, business, and various site-specific topics. Nontraditional "soft" skills training was also widely offered, primarily through brief seminars. Topics included cognitive skills such as thinking, memory, and decision-making; career development issues; human affect and behavior topics such as stress management, self esteem, and depression; communication skills such as speaking and listening; and team-building.

Table 2
Summary of Project Educational Services*

Topic of Instruction	Aurora Community College	Community College of Denver	C. C. of Denver - TEC	Pueblo Community College	Pikes Peak Community College
Basic Skills:					
Reading			I	C	C
Writing	S		I	C	C
Mathematics		S	C, I	C	C
ESL	S		C		
GED Preparation			C, I		
Computer Skills:					
Introduction to Computers	S			C, S	
Word Processing	S	C		C, S	
Other Computer Applications				C, S	
Enhanced & Nontraditional Skills:					
Electronics	S				
Spanish	S	C		C	
Business Skills				C	C
Other Site-Specific		S	S		
Cognitive Skills		S	C	S	C
Career Development	S	S			C
Affect & Behavior	S	S	C	S	
Team Building					C
Communication	C	S	S	S	C

* I = independent study, C = structured course, S = seminar

Length and Frequency of Instruction

The educational services provided varied substantially in length and frequency of instruction, from one-hour "brown bag" presentations to 20 hours or more of individual or group study. Most instruction was offered once or twice a week, although some classes were available four days a week. Instructional cycles for group classes ranged from seven to 18 weeks. Workshops were typically presented in two or three hour blocks of time and focused on nontraditional topics.

Staffing

Project staffing was fairly consistent across sites and typically included a full-time instructional coordinator with part-time clerical support. Additional administrative, instructional, and development staff were generally available through the host institution as needed. However, many project leaders observed that program staff were spread too thin, apparently because of the relatively large number of independent sites. Most project leaders found themselves understaffed in at one least aspect of project operations, whether it was secretarial support, instruction, or curriculum development.

Employee and management representatives who were interviewed for this report or responded to the Business and College Partner Survey were favorably impressed with the quality of skills and availability of project staff. Participant course evaluations were also consistently favorable with respect to the instructors (refer to section 3.4 for data regarding client satisfaction).

2.4 What methods and incentives were used to attract, recruit, and retain clients?

Incentives for Participation

Employee incentives have often been seen as a key factor in recruiting and retaining employees in workplace literacy programs. Some studies suggest that student retention is higher when instruction is provided during normal working hours (National Alliance of Business, 1990; U.S. Departments of Education and Labor, 1988; U.S. Department of Labor, 1988; Fields et al., 1987). Kutner et al.'s (1991) study of 13 programs found that more than half of the businesses offered some form of monetary incentive to participants.

Surprisingly few incentives were incorporated in the CWLP projects as implemented. While tuition, books, and other training materials were free to participants at all sites, few businesses were willing to support the project by providing pay or time off for employees who attended training. In one business team-building classes were conducted on company time and in another matching release time was given to GED and ESL students; some job-related seminars were also held on company time. Workers were not given release time for basic skills training, however, because employers believed either that such training was not their responsibility or that basic skills were a condition of employment. The reasons for the lack of greater financial support remained unclear but may have resulted from declining economic conditions within the participating companies, poorly-defined training needs and expected workplace benefits, or simply a willingness on the part of employees to participate without monetary incentives.

Businesses differed in the extent to which they recognized employees who completed courses of instruction. Formal graduation ceremonies were held at some businesses while at others managers were kept unaware of individual employee participation, apparently because of concerns about student confidentiality. Employee recognition was more likely in small businesses where participants were known to employers. Certificates of achievement or completion were routinely provided to students by project staff, but only one site offered a course that provided college credit.

Service Scheduling

Projects developed instructional schedules that were convenient for the greatest possible number of employees. Since services were typically provided outside of work hours, training was usually scheduled during shift changes, evenings, or on weekends. Self-paced individual study was also used, although infrequently, to avoid potential scheduling conflicts. Employees of U.S. West participating in the CCD and PCC projects presented a serious scheduling challenge since participants' daily work schedules changed frequently. Both sites responded to this situation by offering brief one and two-hour training seminars, but still experienced problems with student and training continuity.

Location of Services

The recent review by Kutner et al. (1991) suggested that the location of instructional services could contribute to high rates of student retention in workplace literacy programs. Both workplace and off-job locations were used by projects to provide educational services; some offered both options. Workplace locations were generally more convenient for employees and were particularly appropriate for businesses that provided employees with release time to participate, or operated on a flexible time schedule. Project leaders at three sites indicated that on-site instruction was a key factor in project success. Travel to training sites did not appear to pose a major problem for most students, however, and off-site training was preferable in some cases to maintain confidentiality and concentrate technological resources. The choice of training location did not appear to be directly related to the size of the business involved.

Confidentiality

Previous studies indicate that employees are more willing to participate in workplace literacy programs if their participation and level of performance is kept confidential (U.S. Department of Labor, 1988). Client confidentiality was an important element of these projects as well, although for students in nontraditional classes it was much less of an issue. Unfortunately, while client confidentiality was seen as critical for employee involvement, it had negative implications as well. First, it limited the ability of employers and projects to recognize student achievement. More importantly from an evaluation standpoint, it precluded observing direct links between the training that individuals received and their subsequent job performance.

2.5 What instructional strategies and techniques were used to deliver training?

Instructional Approaches

Many CWLP projects relied on a fairly traditional educational structure, organized by semesters and courses of instruction. Due to scheduling constraints, however, training was often implemented as a series of relatively independent topical seminars. Previous studies have found that workers tend to perform better when regularly scheduled sessions of this sort are used than when instruction is independently structured (U.S. Departments of Education and Labor, 1988). Projects used a variety of instructional methods, including self-paced, lecture/discussion, workshop, and small group formats, often in combination. Although many of the employers rely heavily on computer technology in the workplace, computer-assisted instruction was not an important feature in the projects studied.

2.6 What types of supportive services were used to strengthen training efforts and for whom were they available?

Support Services

Previous research suggests that the availability of support services such as child care assistance, transportation, and tutoring may enhance student retention in workplace literacy programs (Kutner et al., 1991; U.S. Department of Education, 1992). Virtually no support services were provided to students enrolled in CWLP classes, although some were available to students from sources outside of the grant by virtue of the fact that they were enrolled in the community college system. Students expressed relatively little interest in child care services and transportation did not appear to be a problem; the follow-up survey of participants also found no evidence that support services were needed. Perhaps this was because students were employed and these issues had already been resolved. While tutoring was not a formal service component of the projects, it was available at most sites through the main campus of the community college and was often provided on an informal basis during class time by instructors and peers. The need for support services and their impact on participation should continue to be assessed, however, through exit interviews and surveys of nonreturning students.

Component 3: Project Activities

While the range of project activities was relatively consistent across sites, the relative emphasis varied somewhat as a function of the different businesses involved and employees participating.

3.1 Were the services provided adequate? What additional services were needed to make workplace training more accessible to workers in need?

Adequacy of Services

Feedback from students immediately following training and the survey of participants both indicate that the quality of the educational services provided and the level of instructional contact were adequate. However, only one site, Pueblo Community College, routinely collected information from nonreturning students; other sites used an informal, personal contact approach. Feedback from nonreturning students can be particularly informative for project level planning and for further development of the state workplace literacy model. Once the reasons why employees discontinue project services are understood, it may be possible to identify services or instructional strategies that are more effective in terms of student retention.

3.2 What levels of training and support services were provided to program participants? Which services appeared to be most effective in meeting project goals?

Level of Services

It is useful to distinguish among three general categories of students who were served by the CWLP projects according to the nature of their involvement and level of commitment. First, were those who participated as part of educational plans that addressed basic skill deficiencies in the areas of mathematics, reading, and writing; who were in preparation for their GED; or who needed ESL training. These were *traditional* workplace literacy students. Second, were students who were committed to courses of instruction that focused on enhanced basic skills such as computer skills or "soft" skills such as leadership, problem solving, communication, and team building. These individuals were *nontraditional* students. Finally, there are those who attended brief workshops or seminars, but not consistently and not as part of an overall educational plan. These were *casual* students who were interested in specific topics such as stress management or self-esteem. While all three categories of students may acquire or improve skills that can enhance their employability and productivity, the level of educational and other services provided, the amount of student information collected for assessing outcomes, and the expected impact on the workplace will varied considerably as a function of the type of student served.

Client Participation

In order to document client participation in educational services, all projects recorded and reported course enrollment figures. Enrollment and participant data were available through June, 1992 at the time of this report, and were not expected to change significantly during the final months of the grant period. A total of 1299 employees (143% of the target goal) from the workplace partners participated in training, receiving a total of 25,606 contact hours, or approximately 20 hours per client. Traditional basic skill courses typically involved 20 to 40 hours of instruction during a semester, nontraditional courses required somewhat less, and seminars required only 1-8 hours per student.

Table 3
Participation in Educational Services

Topic of Instruction	No. of Participants	Percent
Basic Skills		
Reading, Math, Writing	655	39%
GED Preparation	41	2
English as a Second Language	32	2
Enhanced/Nontraditional Skills		
Enhanced Basic Skills	374	22
Seminars	194	11
Spanish	42	2
Computer Skills	358	21
Total (through June 1992)	1696	100%

A summary of the participants in each type of instruction through June, 1992 is shown in Table 3 (data for individual projects were included in CWLP quarterly reports). The table shows that 43 percent of the 1696 enrollments were in the traditional basic skills, GED, and ESL classes; 36 percent in nontraditional skills training; and 21 percent were in computer classes. This pattern of enrollment was not consistent across sites, however. Only four of the five sites had substantial numbers of basic skills students, while computer skills, GED preparation, and ESL training were provided at only three sites.

3.3 What were the demographic, socio-economic, and academic characteristics of individuals who enrolled in these workplace literacy projects? Were their characteristics consistent with those of the target populations?

Client Characteristics

The demographic and academic characteristics of employees who participated in CWLP assessment and instructional planning were documented on individual employee data sheets and, for those who subsequently enrolled in project classes, become part of the program data base. Some of these demographic data were also reported on a quarterly basis to the Department of Education. Demographic data were not always available for employees who only attended brief seminars or "brown bag" sessions.

The mean age of participants for whom data were available was 35 years. Ethnically and racially, the great majority of participants were either White (62%) or Hispanic (25%), with relatively few Blacks (7%), Asians (4%), or Native Americans (1%). Males and females were nearly equally represented and approximately one-third of all participants described themselves as single heads of household. Eighty percent of all participants had been with their present employers for at least five years.

Since the target populations were very broadly defined by the projects, information about client characteristics was primarily used for descriptive rather than selection purposes, and was of limited value for project decision-making. It was suggested by project staff and others that many of those who attended classes were often not those originally targeted (i.e., "continued employment, career advancement, and increased productivity") but rather were employees who were likely to leave the current workplace and were trying to increase their future employment options. In order to examine this issue further information concerning a participant's job circumstances would need to be routinely collected. For example, how does the employee stand in seniority? Are supervisors involved in training? Is the employee preparing for a new career or a transfer within the company? Is the client likely to be laid off? Are promotions available within the company? Is the client a temporary employee? This information was not routinely collected as part of the IEP process, nor was it available to the projects though employer records.

3.4 Were clients satisfied with the services that they received? What aspects of training did they find most useful and effective?

Client Satisfaction

Client satisfaction was assessed primarily through the secondary analysis of student feedback data previously described in section II of this report. Figure 1 shows the composite client satisfaction levels for three types of training - basic skills, computer, and enhanced/nontraditional - and four training categories - instructor, content, materials, and overall. The results were very favorable, particularly with respect to the instructors (96% to 99% favorable responses) and the training overall (97% to 99%

favorable responses). The somewhat lower ratings for training content (90% to 92%) were attributed by participants to two factors: (a) insufficient time to completely cover the topic, especially in the seminars; and (b) limited relevance or utility of the training for the workplace. The lower ratings of instructional materials within the computer classes (89%) was attributed to a need for more, better, or different computer systems for instruction. Client satisfaction was also evidenced by the frequent re-enrollment of students in additional classes and the high course completion rates observed.

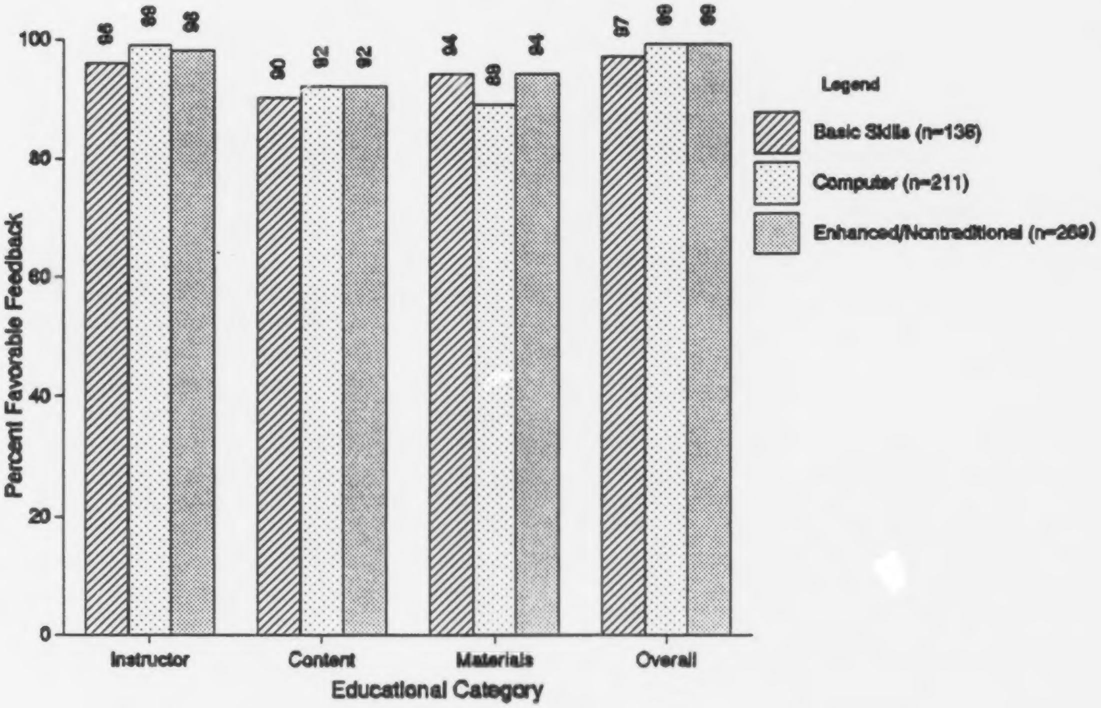

Figure 1. Client satisfaction as a function of educational category.

Component 4: Employee Outcomes

The primary impact questions of interest in the evaluation of workplace literacy programs were first, whether the skills and abilities of workers were improved by educational services, and second, whether these improved abilities resulted in improved job performance and productivity (Sticht, 1991). Outcome data were available for only a small percent of all participants by the June 1992 quarterly report. Although metrics and measures associated with project outcomes were developed by project leaders, it remained to be seen how they would be applied.

4.1 To what extent were clients successful in completing training? What was the extent of learning gains realized by program participants?

Educational Progress and Achievement

Educational progress and achievement were measured in a variety of ways, including gains on standardized and course-specific performance measures, course completion rates, re-enrollment levels, assessment by project staff, and participant self-reports. While all of these indicators suggested that substantial learning gains were realized by program participants, in most cases the data were not adequate to quantify employee achievement.

Perhaps the most appropriate indicator of educational progress is the extent to which students are able to successfully reach the goals identified in their IEPs. Despite the many limitations of such a measure (i.e., it often requires a value judgement and it may not be measurable within the short timeframe of the project), a common rating scale should be developed for this purpose.

As part of the participant survey, respondents were asked whether or not the training they received helped them to further their education. Fifty-two of the 184 respondents (28%) responded "yes, a lot" and another 73 (39%) indicated "yes, a little"; 56 (32%) responded "no." Those responding "yes" (n = 125) were further asked how the training helped them. Figure 2 summarizes the results (note that multiple responses were allowed). As shown in the figure, 64 percent indicated that they had "a new interest in education", 26 percent reported that they "took additional classes at work", and 16 percent "took additional classes at the community college." A small but significant number of employees enrolled in GED, Associate of Arts, or Bachelor's degree programs (15% combined).

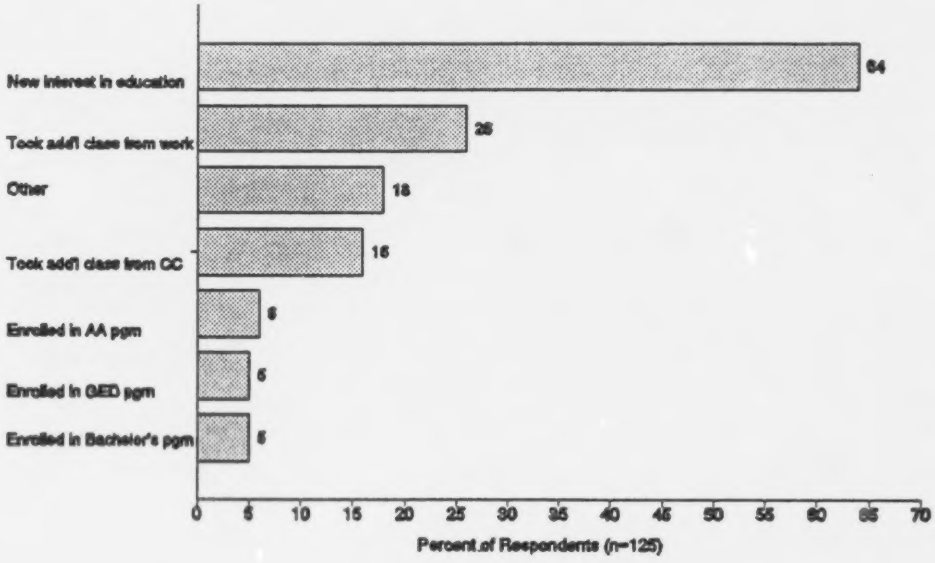

Figure 2. Ways that training helped participants to further their education.

Participant Skill Levels

It is expected that summary data regarding participant outcomes will be available in the program final report. While significant skill gains were undoubtedly realized by participants, these gains were not always well-documented by the training projects in the CWLP. Pre and post-training assessment was used routinely with basic skills students, and to a lesser extent for measuring computer skills. However, in most cases assessment was not standardized and did not allow for either grade-level comparisons or clear identification of the skills mastered. Moreover, the instruments used varied across project sites and business partners, precluding the aggregate use of results. Soft skills assessment was not often used and relied almost exclusively on student self-reports or subjective assessments provided by instructors.

Participant surveys revealed that respondents were nearly unanimous in indicating that the training they received helped them personally. Almost half (48%) of all respondents indicated that the training helped them personally "a lot" and nearly the same number (45%) indicated that it helped "a little." The ways that the training helped are summarized in Figure 3 for 174 respondents (note that multiple responses were allowed). About two-thirds (66%) of the respondents indicated that they "know more about the subject or have better skills", half (50%) noted that they "have more confidence" as a result of training, 47 percent were "more willing and able to learn", and 27 percent indicated that they "communicate or interact better with others."

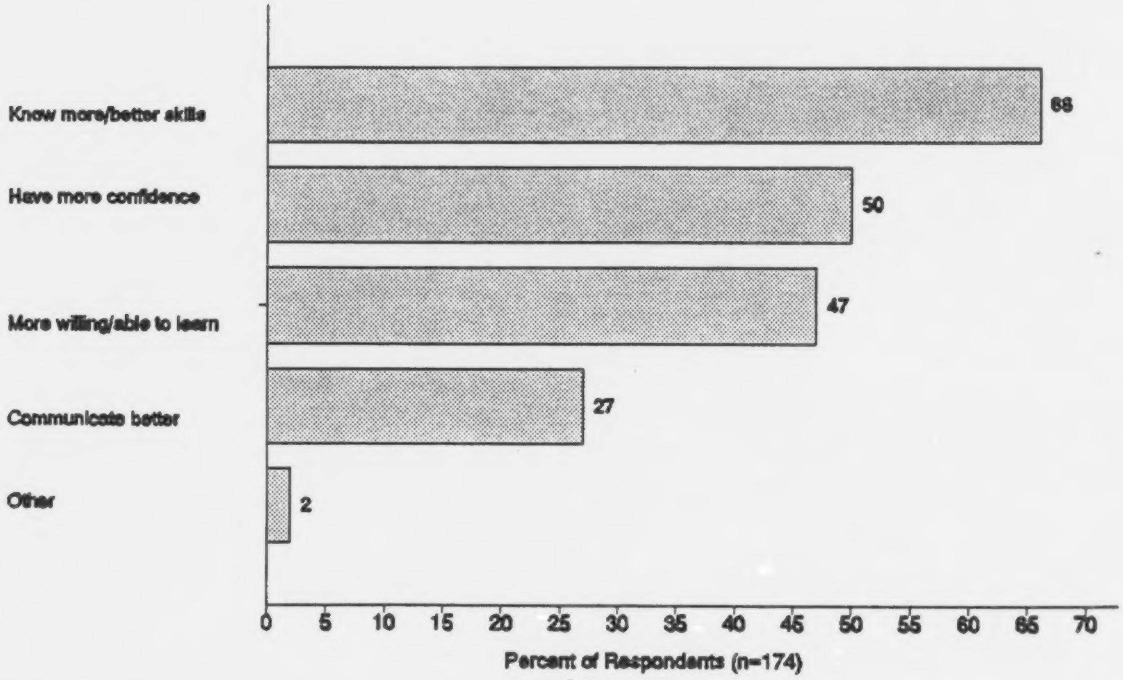

Figure 3. Ways that participants benefitted personally.

4.2 What factors contributed to training completion? What barriers to completion existed?

Factors Influencing Training Completion

Project leaders indicated a number of factors that they felt contributed to successful student recruitment and training. Many of these factors were previously discussed in sections 2.2, 2.4, and 2.6 and included employer and union support, release time for training, confidentiality, on-site training location, and flexible scheduling. Feedback from students also indicated that convenient locations and scheduling were important factors in their ability to participate.

The barriers to training completion most frequently identified by project leaders were changes in job status and work schedules. The follow-up survey of participants was also designed to provide some information regarding those factors that interfered with participants' ability to complete the training they wanted. Only 48 (25%) of the survey respondents indicated that they were unable to complete training. The reasons given most frequently were not enough time (31%), schedule problems (38%), other unspecified reasons (13%), and personal problems (8%). Only three respondents indicated that child care, location, or transportation problems kept them from completing the training they wanted.

4.3 What employment-related client outcomes were realized by those who completed the training program?

Job-Related Outcomes

Significant improvements in employee productivity, attendance, and other workplace outcomes were not directly observed as a result of CWLP training. Demonstrating job-related outcomes was particularly difficult for the CWLP projects studied for a number of reasons. First, in most cases project goals were not specified in terms of workplace needs or anticipated impacts on job performance. Second, client confidentiality often precluded the use of employee records and supervisor ratings as general approaches to measuring outcomes. Third, for many courses the connection between instruction and jobs was indirect. No measurable impacts on the workplace could reasonably be expected from stress management training, for example, unless stress related problems were observed and documented in the workplace. Finally, it may have been unrealistic to expect workplace literacy projects to enhance productivity in an environment of corporate downsizing and restructuring. Job security is more likely to be related to seniority or specialized skills than any aspects of job performance than might be improved by literacy training. Measures such as job retention and career advancement simply don't make sense under these workplace circumstances, particularly within the brief timeframe of the grant.

In lieu of direct job performance measures, converging sources of information were used to address this issue. First, the literacy needs assessments conducted by sites established the relevance of the training provided for the workplace. Second, opinions about workplace outcomes were obtained from employers and participants through the end-of-project surveys.

Completed surveys were available from only four business partners at the time of this report. These limited data suggested that while program training expectations were met, immediate impacts on the workplace were either unexpected or unobserved.

While respondents to the participant survey found the training they received to be helpful both personally and, to a lesser extent, in furthering their education, 75 of 188 respondents (40%) indicated that it did not help them at work. Sixty-two (33%) indicated that it helped "a little" and only 51 (27%) indicated that it helped "a lot." For those 113 who responded that the training helped them at work, the ways that it helped are summarized in Figure 4 (note that multiple responses were allowed). As shown in the figure, participants' most frequent responses were "the quality of my work is better" (39%), "my attitude about work has improved" (35%), "I am able to do more work" (28%), and "other" work-related benefits (25%). Job retention and career advancement were reported much less frequently as ways that training helped participants at work.

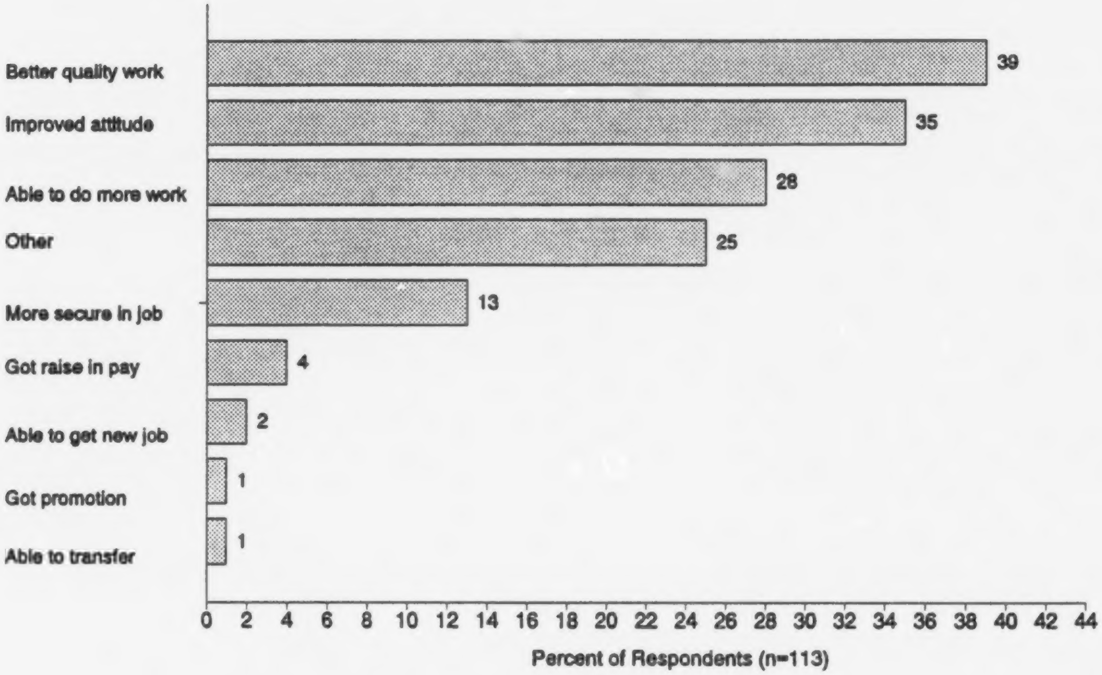

Figure 4. Ways that training participants benefitted at work.

IV. SUMMARY AND RECOMMENDATIONS

Evaluation Findings

The CWLP achieved a significant level of success in developing and implementing a partnership model for providing quality workplace training to a broad range of Colorado businesses. This evaluation examined questions associated with four program components: program characteristics, project characteristics, project activities, and employee outcomes. The major findings pertaining to each component are summarized as follows.

Program Characteristics

- The CWLP was largely successful in meeting its performance and schedule goals, despite the relatively brief grant period and significant changes within the partner businesses.

- Program training and technical assistance needs were met by the combined efforts of CCCOES, host organizations, and local projects. However, distances among the five sites were thought to limit the effectiveness of program communication and cooperation.

- A viable statewide model for workplace literacy projects in Colorado was developed, although further refinements are needed. A number of design and implementation issues have not yet been fully addressed by the model.

Project Characteristics

- Needs assessment and curriculum development were undertaken at each of the project sites to ensure that training was relevant and useful for the workers and businesses involved. These activities varied substantially in their rigor and scope across project and business sites.

- Project leaders reported that the active involvement of all partners - community colleges, project staff, management, unions, and employees - was a key factor in eventual project success.

- Training objectives, target populations, and educational services were very broadly defined both across and within most projects. While this approach accommodated diverse businesses and employees, the lack of focus confused expectations and limited the program's ability to demonstrate outcomes.

- Instructors and other project staff were generally regarded to be of very high quality. The relatively large number of independent sites resulted in some perceived staffing shortfalls, however, particularly in the areas of curriculum development and clerical support.

- Flexible scheduling, on-site locations, and confidentiality were used extensively to recruit and retain training participants. Release time was not widely used as an incentive and there was no apparent need for support services.

Project Activities

- Although the planned focus of instruction was on GED, ESL, and basic skills instruction, the CWLP relied on nontraditional and computer topics for the majority of its enrollment. This training shift reflected changes in employee interests and the workplace climate.
- Clients were extremely satisfied with the training they received as evidenced by written feedback, re-enrollment, and course completion rates. The course instructors received particularly favorable comments from participants.

Employee Outcomes

- Respondents to the participant survey reported that the training they received was helpful both personally and, to a lesser extent, in furthering their education. They cited a new interest in education, better skills, more confidence, and a greater willingness to learn.
- Project leaders and instructors indicated that the skill levels of participants were improved by the training they received. In most cases, however, they were unable to quantify these gains in a consistent fashion.
- Improvements in employee productivity, attendance, and other workplace outcomes were not directly observed as a result of training. This was attributed to a lack of specific project goals, the need to maintain client confidentiality, the uncertain relationship between some instructional topics and the workplace, and the effects of corporate downsizing and restructuring.
- While project leaders believed that the workplace skills of participants were improved by the training they received, information from participants was mixed. Forty percent of the participants surveyed indicated that the training did not help them at work while the remaining 60 percent noted improvements in the quality of their work, the amount of work they complete, or their attitude about work.

Recommendations

Based on the results of this evaluation the following recommendations are provided for consideration by CCCOES. It is expected that these suggestions will improve future program operations and help to demonstrate the effectiveness of training in terms of participant and workplace outcomes.

Recommendation 1: Refine the CWLP Model

The CWLP developed a general program model that is consistent with what is known about exemplary practices among workplace literacy projects and with Department of Education goals. Model refinement and expansion are important to enhance the utility of this model for specific applications in Colorado. Recommended actions for further model development include the following:

- Economic instability can have dramatic, but potentially predictable effects on workplace literacy programs. Even though this factor was recognized in the proposal, the nature of the impacts on the partnerships, training, and participants were not fully anticipated prior to project implementation. Additional discussion of economic climates is necessary.

- A more unified conceptual focus is needed to overcome some of the problems encountered by the diverse partners and participants in the CWLP. Different conceptual applications should be illustrated to assist model implementation.

- Application guidelines should be developed to assist local projects in implementing the model.

- Program success resulted in part from a shift in emphasis away from basic skills training toward computer and nontraditional topics. The relationship between the model and training topics should be explored further.

Recommendation 2: Improve Program Communication and Support

The large number of community colleges and businesses involved in the CWLP, and the distances among the sites, limited program communication and support. Some actions that could ameliorate these problems are:

- Design the program with fewer and more conceptually similar projects. This would help to better focus program resources and expertise.

- Make greater use of technology such as computer networks and telecommunications to improve communication among distant sites and partners. This would also require additional staff development and ongoing technical support.

- Consolidate more of the curriculum development process and clerical support functions if a large number of training sites are to be maintained.

Recommendation 3: Resolve Measurement Issues

Workplace literacy programs have the potential to significantly improve the capabilities and performance of Colorado's workers. However, a number of measurement issues must be resolved before this improvement can be demonstrated in a convincing manner. Further uniformity and integration of evaluation activities is needed. Moreover, these issues must be addressed at the earliest stages of program start-up, before any training is implemented. Some suggested actions are:

- Provide better operational definitions of workplace goals, target populations, and expected outcomes. Examine the implications of these definitions for client confidentiality and employer commitment.

- Conduct additional needs assessment, including job task analysis, to ensure that workplace needs are being addressed.

- Reconcile the differences among client feedback forms used by each project so that a consistent, program level assessment of client satisfaction is possible.

- Identify measures and establish metrics for measuring student progress in terms of skill gains, individual goals identified in the IEPs, and workplace outcomes.

- Involve evaluator as a partner from the outset of the program, collaboration can result in more timely and useful information without compromising objectivity.

- Better utilize the database feature - including enhanced support and staff development - so that more timely and complete data can be used to inform program decisionmaking.

- Establish and extend efforts to collect feedback on instructional services from nonreturning students. All sites should be encouraged to use a postcard-style survey of nonreturning students.

- Develop and conduct exit interviews/survey of employers in order to assess program impacts on workers and the workplace.

Recommendation 4: Enhance Partnership Roles

The active involvement of all partners was seen as a key factor in program success. Actions that can be taken to strengthen and expand the roles of partners include:

- Better utilize the advisory councils as project decision makers.

- Maintain partnership involvement from the point of initial commitment (proposal development) through ongoing cycles of needs assessment and service delivery.

- Establish partnerships at multiple organizational levels to minimize problems associated with changes in personnel and company structures.

- Emphasis the need for employer support and involvement. This requires both a better understanding of training needs and expectations and a greater commitment on the part of businesses to financially support basic skills training through release time. This may be problematic for small businesses.

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APPENDICES

A. Initial Interview Guide

B. Follow-up Interview Guide

C. Survey of Participants

D. Comparison of Training Evaluation Instruments

E. Project Profiles

APPENDIX A

COLORADO WORKPLACE LITERACY INTERVIEW GUIDE

Site: Date:

Name/Title:

Organization:

A. Project Design

1.* Can you clarify the various roles of different organizations in this project?

2.* Needs Assessment/Audit

Was an educational audit performed? If yes, how and by whom?

Is the audit described in a report?

3.* Goals and Objectives

Review mission statement and original proposal.

What outcomes do you expect for your clients/employees?

What outcomes do you expect for your business?

4.* Target Client Characteristics

What are the characteristics of the target group of employees?

Has the target group changed since the project was originally designed?

5. Curriculum Development

Describe the process of curriculum development in terms of content, instructional strategies, technology, staff involvement, employees involvement, etc.

B. Project Implementation (status)

1.* Client Recruitment

How are clients recruited or selected for project services?

Are there any characteristics or factors that exclude potential participants?

2. Intake and Assessment

Who conducts the intake/registration process?

What is accomplished during intake?
(explain project services, clarify client responsibilities, set educational goals, plan services, obtain client demographics and background, complete registration forms, other)

What format is used for intake and orientation? (individual, group, etc.)

Who conducts client assessment?

What format is used?

What client traits or abilities are assessed?
(interests, aptitude, basic math skills, basic English speaking/listening, reading, writing, job knowledge, interpersonal/social skills, self-esteem, computer literacy, word processing, communication, problem solving, decision making, geography, learning-to-learn, career development, Spanish, civics, other)

What standard tests, instruments, or checklists are used?

Do all clients participate in these services? If not, why not?

3. Client Educational Planning

Who conducts planning? What format is used?

What is the client's role in planning?

Are goals identified and prioritized?

What is the relationship between goals and assessment?

Does the educational plan include objectives? activities? individual responsibilities? deadlines? expected outcomes?

To what extent are IEPs customized to meet individual needs?

Are plans signed by the client? the counselor? other(s)?

4.* Training Provided/Planned

What training/courses are avaiable?

Are there employee incentives for participation? (compensation, time off, etc.)

How are courses scheduled?

5.* Support Services Provided/Planned

What support services are available? (transportation, child care, referral, tutoring, other)

6. Monitoring

How is client progress monitored?

How frequently is monitoring conducted?

What methods of contact are used? (personal, telephone, review records, consult instructor, etc.)

Are contacts adequate to monitor client progress? If not, what changes would you make?

7.* Closure

Is graduation or closure a formal step in the project?

How is the client involved at this stage?

What information is forwarded to the employer?

8.* Follow-up

Is any client follow-up conducted after case closure? If so, how?

C. Outcome Evaluation Data

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1. Client Demographics

Is a Demographic Data Sheet completed for each client?

Are additional data needed to determine client eligibility?

2. IEPs

Are short and long-term goals identified?

What recommendations are included in IEPs?

Are expected outcomes clearly identified in the IEP?

How are outcomes quantified? (ability levels, certificate, improvement, etc.)

3. Training Project Records

How are training and support services tracked? (by course, contact hours, etc.)

How is client progress tracked?

Are employment-related outcomes tracked? If so, describe.

4. Program Database Records

What client information is entered into the program-level database?

How often is the information updated? (monthly, quarterly, event-specific, intake, closure, etc.)

5.* Employee Records

Are company records used for project purposes? If so, how?

Are company records available for assessing employee outcomes? If so, what data are recorded?

Are other employee records kept that could be of value to the project? (union, other programs, etc.)

6.* Client Feedback

Is client feedback concerning training routinely collected? If so, how (written, verbal/interview, informal, observation, other)

What information is collected?

Are all clients given the opportunity to provide feedback?

At what point(s) in time relative to services is feedback collected?

If feedback is not collected, why not? (time, cost, confidentiality, logistics, etc.)

7.* Client Follow-up

Is an effort made to follow-up on clients after training? How? (mail, telephone, in-person, indirectly)

If not, why not? (time, cost, confidentiality, logistics, etc.)

What information is collected as part of follow-up?

Does follow-up include all participants?

When is follow-up conducted? (in months since participation)

8.* Supervisor Ratings

Do supervisors routinely provide ratings/assessments of employee performance or productivity?

If so, what information is collected and how frequently?

Would such information be available to the project?

9.* Aggregate Productivity Data

Is a sufficient proportion of workers enrolled in training to make aggregate data useful?

If so, are aggregate productivity data collected? Describe them.

Would these data be available to the project?

D. Project Overview

1.* What are the primary factors that contribute to the success of your project?

2.* What barriers to successful project implementation exist?

3.* What changes, if any, would you make in the way the project currently operates?

E. Future Plans

1.* Are any changes in project design and/or implementation anticipated?

2.* Are any changes in the workplace anticipated that may influence project activities?

APPENDIX B

COLORADO WORKPLACE LITERACY PROGRAM: FOLLOW-UP INTERVIEW GUIDE

Site: Date:

Name/Title:

Organization:

This guide parallels that used during the initial site visits and is intended for interviews with project leaders. The primary purposes of the follow-up interviews are to: (a) clarify MCL's understanding of project implementation, (b) discuss how various aspects of the project have changed since the initial interviews, (c) collect information concerning future plans for the project (beyond the grant period), and (d) assess factors related to project success.

A. Project Design

---

1. Have the roles of different organizations in this project changed since its implementation? If so, in what ways?

2. Needs Assessment/Audit

   Were any educational audits performed subsequent to project start-up? If yes, how and by whom? Is the audit described in a report?

3. Goals and Objectives

   Review stated goals and objectives. Did these change over the course of the project? What outcomes did you expect for your clients/employees?

4. Target Client Characteristics

   Have the characteristics of your target client group changed since the project was originally designed?

5. Curriculum Development

   Describe the process of curriculum development in terms of content, instructional strategies, technology, staff involvement, employee involvement, etc. What new courses were developed during the second half of the project period?

6. Support and Guidance

   Were the training, technical assistance, and other support provided to the project adequate? From the community college? CCCOES? Employer partners? The DoE?

7. How was the cooperation and communication among projects?

B. Project Implementation

1. Client Recruitment

   What changes, if any, were made in how are clients recruited or selected for project services? Were there any characteristics or factors that excluded potential participants?

2. Intake and Assessment

   Verify intake, orientation, and assessment procedures. In what ways have these changed?

   Identify specific instruments (tests, checklists, etc.) and methods used for client assessment.

3. Client Educational Planning

   In what ways, if any, has the planning process changed?

4. Training Provided/Planned

   Obtain a final class/training schedule, brief descriptions of each class, and total enrollments for each. How have the nature and/or scheduling of training changed? Are classes still underway as part of the program?

   Verify employee incentives for participation (compensation, time off, etc.). What proportion of participants received incentives?

5. Support Services Provided/Planned

   Verify and update availability of support services. (transportation, child care, referral, tutoring, other)

6. Monitoring

   Were there any changes in how client progress is monitored (eg., frequency, methods)?

   Were contacts adequate? If not, what changes would you make?

   Were attempts made to follow-up with nonreturning clients? If so, how?

7. Closure

   Was graduation or closure a formal step in the project? How was the client involved?

   What information, if any, was forwarded to the employer?

C. Outcome Evaluation Data

1. Client Demographics: Any changes?

2. IEPs, Training Records, Database: Review sample from files or database.

   Are short and long-term goals identified? What recommendations are included in IEPs? Are expected outcomes clearly identified in the IEP? How are outcomes quantified? (ability levels, certificate, improvement, etc.)

   How are services and outcomes tracked? (by course, contact hours, etc.)

3. Employee Records

   What relationship, if any, exists between company records and project information/activities? Was confidentiality an issue?

4. Client Feedback: Get copies of training feedback forms if needed.

   Is client feedback concerning training routinely collected? If so, how? (written, verbal/interview, informal, observation, other)

   What information is collected? Are all clients given the opportunity to provide feedback? At what point(s) in time relative to services is feedback collected?

   If feedback is not collected, why not? (time, cost, confidentiality, logistics, etc.)

   Are feedback data routinely summarized/analyzed? How is this information used? Collect copies of each course feedback summary for the meta-analysis.

5. Client Follow-up

   Is an effort made to follow-up on clients after training? How (mail, telephone, in-person, indirectly)? When? What information is collected as part of follow-up?

   If not, why not? (time, cost, confidentiality, logistics, etc.)

   Discuss MCL follow-up survey of participants: postage, cover letter, distribution, etc.

D. Project Overview

1. What are the primary factors that contributed to the success of your project?

2. What barriers to successful project implementation existed? Were they overcome? If so, how?

3. What changes, if any, would you make in the way the project operated?

E. Future Plans

1. What plans are there for continued program operation after the grant period?

   What is the anticipated role of your employer partner(s)? Community college? Project staff?

2. Are any changes in project design and/or implementation anticipated?

3. Any other comments?

APPENDIX C
SURVEY OF PARTICIPANTS AT XEL COMMUNICATIONS

We are interested in your opinions about the value of the training provided by CCA Workplace Learning Program. Please take a minute to answer this brief survey. All responses are strictly confidential. When you have finished simply fold the form as shown, tape it closed, and mail it (postage has already been provided). ***Thank you for your help!***

1. What training did you receive from CCA Workplace Learning Program? (check all seminars and classes you attended)

☐ Introduction to computers
☐ Basic math
☐ Problem solving
☐ Communication skills
☐ Stress management
☐ Basic electronics
☐ English as a second language
☐ Writing skills
☐ Accounting for teams
☐ Career development

2. Were you able to complete the training course or courses you wanted? (check one) ☐ Yes ☐ No

If *no*, why not? (check all reasons that apply)

☐ Personal problems
☐ Child care problems
☐ Location of the classes
☐ I moved
☐ Training was not helpful or relevant
☐ Class was too easy
☐ Class was too difficult
☐ I did not get along with the instructor
☐ I enrolled in another program
☐ It cost too much
☐ Transportation problems
☐ Not enough time
☐ My interests changed
☐ Schedule problems
☐ I left the job
☐ Illness

3. Since the training, has your job changed? (check one) ☐ Yes ☐ No

If *yes*, how has it changed? (check one)

☐ My job now has a wider scope or more responsibility
☐ I transferred to a new job with the same company
☐ I was promoted within the company
☐ I am not employed at this time
☐ I have a new job with a different company
☐ Other (specify) ______________
____

4. Has the training you received helped you at work? (check one) ☐ Yes, a lot ☐ Yes, a little ☐ No

If *yes*, how has it helped? (check all that apply)

☐ I was able to get a new job more easily
☐ I am more secure in my job
☐ I was able to transfer within the company
☐ I got a promotion
☐ I got a raise in pay
☐ The quality of my work is better
☐ I am able to do more work
☐ My attitude about work has improved
☐ Other (specify) ______________

5. Has the training you received helped you to further your education? (check one) ☐ Yes, a lot ☐ Yes, a little ☐ No

If *yes*, how has it helped? (check all that apply)

- ☐ I have a new interest in education
- ☐ I took additional classes from work
- ☐ I took additional classes at the community college
- ☐ I enrolled in a GED program
- ☐ I enrolled in an Associate of Arts (AA) degree program
- ☐ I enrolled in a bachelor's (BA or BS) degree program
- ☐ Other (specify) ______________________

6. Has the training you received helped you personally? (check one) ☐ Yes, a lot ☐ Yes, a little ☐ No

If *yes*, how has it helped? (check all that apply)

- ☐ I know more about the subject or have better skills
- ☐ I have more confidence
- ☐ I am more willing and able to learn
- ☐ I communicate or interact better with others
- ☐ Other (specify) ______________________

7. Do you have any other comments about the training you received?

____

____

____

COWL\FORM4-3.REV

(Fold in thirds so address shows, tape closed, and mail)

2550 South Parker Road, Suite 500
Aurora, CO 80014

PLACE
STAMP
HERE

Mid-continent Laboratory, Inc.
Attn: Barbara Guerin
2550 S. Parker Road, Suite 500
Aurora, CO 80014

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APPENDIX D
Comparison of Training Evaluation Instruments

Training Site	Survey Instrument	Approach and Format	Relevant Items
Community College of Aurora	Participant Survey (Form 20*)	Mostly open ended; some 5-point ratings and yes/no questions	2a, 2b, 2c, 3, 4, 9
Community College of Denver	Workshop Evaluation (Form 11)	Two separate forms; mostly open-ended questions	1, 2, (3, 4)
	Microcomputer Training Course Evaluation (Form 14)	Fifteen specific items rated on 5-point scale; six open ended questions	1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 20
	Participant Evaluation (Form 19*)	Mostly open ended; some 5-point ratings and yes/no questions	2a, 2b, 2c, 3, 4, 9
CCD Technical Education Center	GED Program Evaluation (Form 17)	Fourteen statements (agree, disagree, n/a); 4 open ended questions	9, 10, 11, 13, 14, 15, 16, (17)
	Course Survey (Form 18)	Seven mixed items; yes/no, open ended, and 5-point ratings	2, 3, 4, (5)
Pueblo Community College	Seminar Evaluation (Form 12)	Three separate forms; 4-6 open-ended questions	Form A: 1, 2 Form B: 1, 2 Form C: 1, 2, (4)
	Student Feedback Evaluation (Form 21)	Twelve mixed format questions; 5-point ratings, yes/no, open ended	1, 2, 3, 4, 5a, 5b, 5c, 5d, 5e, 8
Pikes Peak Community College	Course Participant Survey (Form 13)	Twenty-two specific items; 4-point ratings of agreement	2, 3, 5, 7, 9, 10, 18, 19, 20, 21, 22

* Forms 19 & 20 are essentially identical.

ATTACHMENTS

Resource Guide
Curriculum Guide (8 volumes)
Public Relations
Workplace Learning Showcase Materials
Budget Report (mailed separately after September 20, 1992)

WORKPLACE LEARNING

RESOURCE GUIDE

This Resource Guide was compiled as part of the Colorado Workplace Learning Initiative: 1991-92. It represents references collected as part of this project and does not necessarily include all resources available.

Colorado Community College & Occupational Education System
National Workplace Literacy Program
1391 North Speer Blvd.
Denver, CO 80204-2554
303-620-4000

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"Adult Literacy Resources." *Corporate Report*, v3; n7; July 1992. Adult Literacy is an increasing priority for employers and for society. In an Open Forum the American Society for Training and Development (ASTD) addressed "Literacy in Colorado Springs - The Problem and the Resources."

Allan, Jane. "Fighting Illiteracy on the Job." *Canadian Business*. February 1, 1991; v 64; n 2; Page: 70. How some companies--with a little help from their unions--are learning to teach their workers basic skills.

Askov, Eunice N.; Turner, Terilyn C. "Using computers for teaching basic skills to adults." *Lifelong Learning*. April 1, 1989; v 12; n 6; Page: 28.

"ABC Rural: A Report on Adult Literacy in Rural Pennsylvania." 1988. 15 p. *Sponsoring Agency: Center for Rural Pennsylvania, Harrisburg*. According to U.S. Census data, in rural Pennsylvania, 37% of adults did not complete higher school, and 21% did not go beyond 8th grade. As a consequence of present demographic and literacy trends, the proportion of the workforce with low levels of basic skills is growing. At the same time, a changing labor market is creating new jobs that demand higher skills and job performance from entry-level employees than in the past. Inadequate workforce literacy is expected to be a costly drain on businesses and industries in the future. A variety of federally legislated programs focus on the literacy problem. In addition, a state program funded by the Pennsylvania Adult Literacy Act of 1986 is aimed at adults with a 5th grade reading level or less. However, 25 of Pennsylvania's 41 non-metropolitan counties offer no literacy programs under this act, perhaps due to a priority to serve minorities. The act also seems to favor funding to urban areas with their greater numbers of undereducated adults, while neglecting the greater proportion of undereducated adults in rural areas. Designers of literacy programs for rural areas must take into account the unique features and inherent disadvantages of rural areas: geographic isolation, lower population density, social and demographic composition, lack of organizations to provide programs, low self-esteem and motivation, the need to use existing rural networks to recruit students, and the need to incorporate distance education technologies. This report contains 21 references.

Barton, Paul E. and Kirsch, Irwin S. *Workplace Competencies: The Need To Improve Literacy and Employment Readiness*. Policy Perspectives Series. Jul 90; 44p. Employers find it increasingly difficult to hire competent workers, in part because expectations are rising in the face of global competition. A single standard of literacy is an inadequate measure. The National Assessment of Educational Progress' profile of 3,600 young adults measured three types of literacy: prose (reading and interpretation), document (using tables and charts), and quantitative (performing numerical operations). The study concluded that, among entry workers, (1) relatively small proportions are proficient at moderate or relatively complex tasks; (2) minority groups' scores were generally lower; and (3) the longer the time in school, the higher the literacy proficiency. More information is needed about the literacy levels of occupations. In addition to literacy, employers are demanding employability, problem-solving, interpersonal, and other skills. Some claim that the future workplace may have even higher requirements. Clearly, present literacy levels are too low to meet even current needs. The following actions are recommended: (1) address information processing skills; (2) expand proficiency measures beyond classroom reading; (3) develop instructional approaches that simulate real experience; and (4) improve evaluation measures by developing employment readiness profiles, conducting longitudinal literacy studies, and analyzing the literacy needs of occupations. (23 references) (SK)

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Castaldi, Teresa M. "Adult Learning: Transferring skills from the workplace to the classroom." *Lifelong Learning.* APR 01 1989 v 12 n 6 Page: 17.

Cohen, Stephen L. "The Challenge of Training in the Nineties." *Training & Development*, July 1991.

"Construction & Basic Skills." *Newsletter for the Business and Literacy Communities*, 9-11 Apr 1991; Basic skills education has become a pressing need in the construction industry as jobs become more complex and fewer workers have needed skills. However, the construction industry lags in spending on training for entry-level workers. The Home Builders Institute (HBI) is testing a pilot basic skills program that it hopes will prove useful to the industry. HBI's basic skills classes are being held at four sites, with a goal of reaching 400 employees. construction workers who are unable to perform their jobs satisfactorily because of inadequate basic skills. Participants, who typically are screened and found to have between fourth- and eighth-grade skill levels, spend about 8 weeks in the open-entry/open-exit program. HBI developed the curriculum for the program from actual job-site materials submitted by construction companies. Similar programs have been developed by the bricklayers and masonry unions, the Associated General Contractors of America, Jersey City State College (which offers training in construction work for women), and the Dade County Housing Renovation Partnership (which trains welfare recipients in basic skills and job skills in construction trades). (KC)

ERIC Number: [1m ED330829
Geogr. source: [1m U.S.; New York
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Cook, Cindy, Godley, Vera, Ed. "Workplace Literacy: A Curriculum Development Guide." Dec 89. This guide describes the process used by the Cambodian Mutual Assistance Association of Greater Lowell, and Altron, Inc., a local manufacturer, to design, establish, and operate a workplace literacy program. The first chapter outlines steps and considerations in setting up the program, including the establishment of a successful collaboration, assessment of company needs, scheduling, recruitment and selection, evaluation of student strengths and needs, classroom organization, and determination of teacher goals. Chapter 2 describes the participatory process and problem-posing approach used to develop issues of interest into lessons for instruction. The third chapter explains the technical training section of the program, which used participatory investigation of the processes, tasks, terminology, precepts of quality, and productivity guidelines used on the job to promote learning. Chapter 4 discusses the evaluation process and the participation of four groups: the evaluator for the federal grant, the company's management, the students, and the teacher. Appended materials include program needs assessment instruments and program guidelines, and worksheets and teacher instructions for the language and technical training components. An 18-item list of workplace literacy resources is also included. (MSE)

This article has been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. Geogr. source: U.S.; Massachusetts. Available in paper copy and microfiche. EDRS Price - MF01/PC06 Plus Postage. ERIC Number: ED329132

Crandall, Jo Ann. *Functional Literacy of Clerical Workers: Strategies for Minimizing Literacy Demands and Maximizing Available Information.* Dec 81; 17p. An ethnographic study of five clerk-typists and five applications clerks in a large federal agency included observations, interviews, and a 3-week job literacy program. Both in their performance on job tasks and in the tests and exercises in the literacy program, the clerks demonstrated a number of strategies by which they quickly locate information: sorting, avoiding, searching, relying on oral information, and using manuals. In sorting, checklists (that were developed by another group of employees) that bore little resemblance to the tasks were reorganized by the clerks. Avoidance strategies included making sure all necessary information was included before starting a task, looking for key words, and looking for the expected sequence of documents. In searching, the use of key words, of the sequence of papers within a file, and of format clues enabled the clerks to locate and verify information effectively. The clerks relied on asking for help orally rather than attempting to use manuals, as they learned their jobs by the trial and error of doing them, not through formal instruction. Homemade "manuals" were more widely used than agency manuals. The importance of ethnographic studies of literacy, which illustrate the degree to which people exceed others' expectations of their literacy skills, was identified. (A nine-item reference list is included, with eight examples of clerical tasks.) (CML)

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Delker, Paul V. "Basic Skills Education in Business and Industry Factors for Success or Failure - Executive Summary." *Strategic Educational Systems*, May 1990.

Draves, William. Seminar: "Marketing Our Programs, Marketing Ourselves." *1991 CACE/CACAE Adult and Community Education Conference,* October 3 and 4, 1991.

Dunn-Rankin, P. and Beil, Drake. "A Primer for Workplace Literacy Programs." *Training & Development Journal*, August 1, 1990; v 44; n 8; Page: 45. Everyone's talking about the lack of basic skills among U.S. workers, but is anybody doing anything about it? Your company can.

"ESL Bibliography: Materials for Teaching English as a Second Language to Adults." Jun 89. This bibliography lists instructional materials for teaching adult learners of English as a Second Language (ESL). The resources listed are print materials made available through the Free Library of Philadelphia's Reader Development Program. All are on or below the eighth grade reading level, as determined with the Gunning Fog readability formula. The materials are listed by language skill area or topic (conversation, coping skills, listening, reading, pronunciation, writing, idioms and vocabulary, grammar, pre-vocational language, citizenship, activities and tutor materials). Entries include basic bibliographic data, reading level, a brief annotation, ESL instructional level, materials components available, series title, and price, when applicable. A title and series index, list of publishers and distributors and their addresses, branches of the Free Library of Philadelphia with telephone numbers, publications order form, and materials recommendation form are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

This article has been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. Geogr. source: U.S.; Pennsylvania available in paper copy and microfiche. EDRS Price - MF01/PC02 Plus Postage.

Fargo, Jean E. "Learning from researching: Literacy practitioners and assessment of adults' reading progress." *Journal of Reading.* NOV 01 1989 v 33 n 2 Page: 120. A classroom research project intended to evaluate adult beginning readers' progress yields insights into the teacher-researcher role.

Georges, James C. "The Hard Realities of Soft-skills Training." *Personnel Journal.* APR 01 1989 v 68 n 4 Page: 40. Trainers often are less effective at teaching people-oriented skills than teaching technical skills because they teach behaviors, not skills. Trainees are told what to do and expected to achieve effective performance through on-the-job practice. Unfortunately, that's the last place most employees want to look awkward, uncertain and incompetent. Clearly, most soft-skills training needs to be reevaluated.

Gleich, Patricia K. And Others. "Older Worker Readiness Project. Job Preparation Centers for Individuals 55 and Over." Apr 88; 34p. The Older Worker Readiness Program, a demonstration program funded by the Kentucky Department for Employment Services during 1987-88, developed three centers to provide a combination of job search skills and literacy skills for individuals over 54 who want to enter the work force. A job placement component eventually was put in place for participants who finished the course. The three sites, developed in cooperation with existing agencies or organizations and using space on college campuses, were in a small city, a larger urban area, and a metropolitan area. The key instructional components of the program include (1) one-to-one tutoring; (2) reading, writing, math, and job search curricula; (3) instructors who also are older than 54 and who meet Job Training Partnership Act low income guidelines; (4) use of the language experience method; (5)active involvement of participants in the planning of the instruction in order to increase their feelings of self-worth and motivation to continue the program; (6) use of computer-assisted instruction; (7) materials that are appropriate for adult students; (8) materials that are job related when participants know what job they want to prepare for; and (9) opportunities to practice job contact calls and interviews. (The document includes information on staff selection and training, participant recruitment, goals and objectives, evaluation, and instructional materials. Sample letters, a description of the entrance testing procedure, counseling and tutoring forms, a sample workshop agenda, a participant data sheet, profiles of older workers are included.) (CML)

Available in paper copy and microfiche. EDRS Price - MF01/PC02 Plus Postage.

Greenberg, Eric Rolfe. "Workplace Testing: The 1990 AMA Survey, Part 1." *Personnel.* June 1, 1990; v 67; n 6; Page: 43. Despite alarming statistics on deficiencies in basic reading and math skills among U.S. workers, employers are doing little to correct the situation.

Howard, Joseph. "Adult Literacy in West Germany: The Paradox of Success." *Journal of Reading.* DEC 01 1988 v 32 n 3 Page: 25. Assessment of the adult illiterate problem in the Federal Republic of Germany reinforces some observations on the situation in the U.S. and other industrialized nations.

Hugh, Sinclair E. "A Business Education Partnership." *Hrmagazine*, July 1, 1991; v 36; n 7; Page: 49. When a small manufacturing business decided to get involved with basic skills education, it became a win-win relationship for the business, the adult education department of the school district and employees.

Hull, Glynda. *Hearing Other Voices: A Critical Assessment of Popular Views on Literacy and Work.* Berkeley, CA: National Center for Research in Vocational Education, November 1991.

Incomprehensible! Employee lack basic problem-solving skills. *Industry Week.* July 31, 1989; v 238; n 15; Page: 37.

"Integrating Basic Skills in the Workplace: From Policy to Practice. A Seminar of the National Governors' Association's State Literacy Exchange. Background Paper." *Center for Remediation Design, Washington DC,* U.S.; District of Columbia, 1990. This paper provides background information for a seminar discussion about basic skills integration in the workplace. It is intended to frame major policy questions for participants. The chief mission of the seminar's sponsoring organization is to develop a common framework among public agencies, private employers, and unions to discuss policies that will improve practice; hence the seminar will examine how to improve program design, assessment, curriculum, and performance objectives. The nine issues specifically raised for discussion are the following: skills needed in the workplace, training adults for the workplace, designing more follows programs to improve workplace skills, knowing what skills workers possess, strategies for instruction for workplace skills, transferability of basic skills, the situation as it exists today, developing accountability across systems, and key issues for states (state policy issues, improving the knowledge base, priority research issues). Each of the nine issues is reviewed in a separate section, and each section concludes with a set of discussion questions relevant to that issue. Thirty-two references are included in the paper. (KC) This article has been abstracted and are in the ERIC database. The journal articles should be available at most research libraries.

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ERIC Number: ED330797

"Job-Related Basic Skills. A Guide for Planners of Employee. Programs." *BCEL Bulletin* Issue No. 2. Jun 87; 46p. This bulletin for businesses is a step-by-step guide to planning and implementing an effective job-related employee basic skills program. Part 1 provides general principles to guide the effort. It addresses literacy and basic skills, the importance of context, and changing requirements for literacy. A preview of key program principles concludes this section. Part 2 discusses 12 basic steps to take in deciding on the purpose and content of a basic skills program, implementing it, and assuring it will be effective. Part 3 considers some special issues, including scheduling classes, when a general literacy program is appropriate, the role of volunteers, limited English speaking employees, small businesses, very big businesses, the role of unions, computers, setting realistic expectations, and whether a business should start with a pilot program. Fourteen illustrative cases are provided throughout the guide. Appendixes include contacts for advice and referral with area(s) of expertise indicated, a list of background reading, and an exemplary model. (YLB)

Available in microfiche only. EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Business Council for Effective Literacy, 1221 Avenue of the Americas, New York, NY 10020 ($5.00).

Kanter, Rosabeth Moss. "Change: Where to Begin." *Harvard Business Review*, July-August 1991.

Knell, Suzanne. "Workplace Literacy." *Vocational Education Journal.* October 1, 1990; v 65; n 6; Page: 22. An overview of what vocational educators can do to improve the levels of literacy and basic skills among adults.

Learning to Learn/on the Job. Stamford, CT: Learning Resources, Inc.

"Lessons Learned: Job Skills Education Program." *Final Report.* May 90; 83p. The Job Skills Education Program (JSEP) is a computer-based, functional basic skills curriculum and instructional delivery system originally designed for the U.S. Department of the Army. The U.S. Department of Labor funded an exploration of the feasibility of increasing the use of JSEP as a workplace literacy tool for employers. It was found that JSEP can work in civilian environments under pilot or test site conditions; however, there were significant barriers to immediate and widespread application of JSEP in the civilian sector. The barriers included (1) incompatibility of JSEP computer systems with the most commonly used commercially available computer system; (2) high cost of work stations and other special equipment necessary to operate JSEP; (3) lack of resources to provide sufficient technical support for both courseware and software; (4) a requirement that the programs be customized to the needs-specific occupations and employers at cost to the user; (5) an unresolved issue of control of the copyright for JSEP courseware; and (6) continued use of many Army-specific examples in the JSEP graphics and exercises that may inhibit civilian use. Further, it was found that JSEP is not a stand alone system but needs to be implemented as part of an overall workplace basic skills training system involving literacy task analysis, on-site customization, and supplemental instruction. (Names and addresses of 15 resources and contacts are included. Appendix includes statements by Florida State University and Ford Aerospace about the use of JSEP.) (CML)

Available in paper copy and microfiche. EDRS Price - MF01/PC04 Plus Postage.

Lewe, Glenda. "The Need for Workplace Literacy Partnerships." Oct 90. The need for workplace skills upgrading has never been more acute. In Canada, many awareness-building initiatives for literacy have been started. The most successful efforts will probably be those based on a partnership model that links companies and unions with educators who understand adult learning styles. Before a workplace literacy program can be established, however, a number of barriers must be overcome. These barriers include perceptions of employers and educators, the issue of control, access to the most useful resource persons, and time and cost. As part of the process of setting up a workplace literacy program, those involved must assess possible educational resources and draw up a formal or informal partnership agreement. Setting up a workplace literacy partnership could involve these steps: (1) conducting an organizational needs assessment; (2) conducting a literacy task analysis; (3) individual assessment; (4) designing the program; (5) developing the curriculum; (6) implementing the program; and (7) assessing the success of the program through its effects on workers. . Business/union/education partnerships may hold the key to providing the educated work force needed in the 1990s and beyond. (KC)

This article has been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. Geogr. source: Canada; Ontario.

Lewis, Ann. "Literacy for a Global Economy: A Multicultural Perspective." *Conference Proceedings* (El Paso, Texas, February 1990). Feb 90. A February 1990 meeting, held at El Paso Community College (Texas) honoring language and cultural diversity in the adult literacy field is summarized. The report describes the conference's tour activities sampling local cultural sites, presents "quotable quotes" of participants and leaders, and reviews the issues and trends in literacy education discussed in conference sessions. These issues include the following: (1) the need to balance workplace needs and learner needs; (2) lack of attention to the theoretical base for literacy education; (3) lack of understanding about family literacy and funding factors; (4) inadequacy of the delivery system; (5) appropriate use of the current opportunity for sound policy-making, program planning, and instructional material development; (6) the interest of business in literacy education; (7) program assessment and accountability; (8) bi-literacy and policies promoting "linguistic racism"; (9) a variety of successful literacy programs around the country; (10) the next steps to be taken in developing literacy education; and (11) local programs in which El Paso Community College is involved.

This article has been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. Geogr. source: U.S.; District of Columbia Available in paper copy and microfiche. EDRS Price - MF01/PC02 Plus Postage.

Lewis, David. "Colorado companies face growing gap between literacy, technology." *Rocky Mountain News*, Tuesday, Jan. 22, 1991.

Literacy in the Workplace: The Executive Perspective. A Qualitative Research Study. '89; 28p. Twenty-eight in-depth interviews were conducted with top executives in Philadelphia to discover issues and concerns about committing organizational resources over time to workplace literacy programs. Participants represented major organizations and institutions, both manufacturing and service. The executives reported that the manifestations of illiteracy in relationship to the organization are initially subtle--an increasing difficulty in hiring qualified employees, salaries for entry-level jobs escalating, or the need to restructure and downgrade job descriptions. Respondents cited schools and government as primarily responsible for producing literate students. However, difficult family situations, drugs, divorce, poverty and other factors were often cited as mitigating circumstances. Solutions to the problem of maintaining a qualified workforce were designed as a correlate of the context in which the worker is held. Those who considered the worker as a resource for the organization implemented work skills training programs designed to train the workers for the task at hand and for promotion. Those who considered that training programs should support workers in the broader context of their ability to function in the community had an expanded view that included work skills literacy and personal literacy. Executives recommended that literacy be positioned as everybody's problem and that businesses be educated in ways in which they can contribute and become involved. (YLB)

Available in paper copy and microfiche. EDRS Price - MF01/PC02 Plus Postage.

Marlowe, Mike; Branson, Randy; Childress, Winston. "Adult Basic Skills Instructor Training and Experiential Learning Theory." *Adult Basic Education*. Fall 1991; v 1; n 3; Page: 155.

McCormick, Kathleen. "Myth 14: All Literacy Problems Are the Result of Learning Disabilities. *Literacy Beat*. v4; n2; 6p; Apr 1991. Learning disabilities can be overcome although solutions are complex and costly. The range of individual disabilities is wide, and improper screening and diagnosis is common. A learning disability is a disorder affecting understanding or the use of spoken or written language. Approximately 5 percent of adults have such disabilities. In addition, as many as one-half of all literacy students could have learning disabilities. A key problem is that learning disabilities is a catch-all phrase. Basic screening of hearing and sight is critical to rule out learning disabilities. Clinical evaluation is needed to determine a learner's specific skills and possible disabilities. Literacy organizations are emphasizing more flexible teaching approaches and assessment of learning styles. Literacy experts are emphasizing a need for research on related topics. In addition, funding for adult learning disabilities staff training is needed. Efforts are underway to increase awareness of learning disabilities without turning it into the latest literacy fad. (NLA)

Available in microfiche only. EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

McGee, Lynne F. "Teaching Basic Skills to Workers." *The Personnel Administrator*. August 1, 1989; v 34; n 8; Page: 42. Companies are creating programs and resources to conquer the illiteracy problem.

Mikulecky, Larry. "Basic Skills Impediments to Communication Between Management and Hourly Employees." *Management Communication Quarterly : McQ*. May 1, 1990; v 3; n 4; Page: 452.

"National Adult Literacy and Lifelong Learning Goals." *Phi Delta Kappan*. DEC 01 1990 v 72 n 4 Page: 304.

Mikulecky, L.; Ehlinger, J.; Meenan, Avis L. "Training for Job Literacy Demands: What Research Applies to Practice."

Mitchell, Charles, J. "Real -World Basics." *Training*. February 1991

"Myth 10: Business Can Define Workplace Literacy." *Literacy Beat*. v3; n1; 7p; Feb 1989. Representatives of the business community define workplace literacy according to how well informed are the spokespersons for business, how expansive is their view of the role of literacy, and the extent to which literacy bears on their firms' productivity. These elements affect business people's understanding of what constitutes workplace literacy, the purpose of being literate in the workplace, and who is responsible for developing a literate work force. Business and government must articulate the skills desired of workers to educators in order to influence the design of programs. Another debate in the business community is the extent of its interest or obligation in improving literacy or social conditions. Business leaders must recognize the impact of an undereducated public not only on the prospective labor pool but also on their future consumer/customer market. The Federal Government's role should be taking the long-term view on solutions, financing research, and providing incentives, whereas local communities (schools and businesses) should deal with specific programs. (Questions that can be used to investigate workplace literacy issues are suggested. The names, addresses, and phone numbers of 11 resources are given. The document contains four graphs.) (CML)

Available in microfiche only. EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.

"Myth 15: Management and Labor Agree on Literacy Goals. *Literacy Beat.* Aug 1991;v4; n3; 5p. Labor unions hold a somewhat different view of "workplace literacy" efforts than company management often does. Unions believe that workplace literacy programs should be voluntary and involve more that just "work" skills. As in union education of the past, union programs focus on education of the whole worker for life, not just for work. Unions want employers to educate workers for high-skill, well-paid, permanent jobs, not for low-skill, subsistence-wage jobs. Unions also believe that literacy education is only one component of more productive work and that it needs to go hand-in-hand with having the right technologies and structuring jobs for better results. Several successful literacy education programs are being conducted by unions, often in cooperation with management. One of these programs, a collaboration between Ford and the United Auto Workers, uses a whole-language approach to reading and a similar approach to mathematics. Other successful programs provide videocassettes for home study by workers. (KC)

Available in microfiche only. EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

"National Public Library Data Now Available in New OERI Report." *National Center for Education Statistics.* Washington, DC: Superintendent of Documents, Government Printing Office, June 1991.

"National Workplace Literacy Program National Demonstration Site." *Applied Workplace Literacy for the Facilities Maintenance Industry.* Waco, TX: Texas State Technical Institute/WACO.

"No Empowerment without education. And often workers will need even the most basic skills." *Industry Week.* April 1, 1991; v 240; n 7; Page: 28.

Obler, Susan; Arnold, Voiza; Sigala, Carol. "Using Cooperative Learning and Classroom Research with Culturally Diverse Students." *New Directions for Teaching and Learning.* Sumr 1991 n 46 Page: 105. Community colleges serve an increasingly multicultural student population, comprised of many capable, though inexperienced, adult learners. This chapter describes a "hybrid" instructional model for this new population that includes as one of its four basic principles the use of Classroom Assessment.

Passmore, David L.; and Others. "Requirements for Workforce Literacy: An Interindustry Model." 7 DEC 1990. *Conference Paper.* Revised version of a paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, November 1, 1990). This essay attempts to forge links needed between literacy and economic activity by demonstrating analytical methods for relating the production and consumption of goods and services in an economy to the requirements for literacy among its workers. First, work force literacy is described within an economic framework. Second, economy-literacy links are demonstrated with data from a hypothetical economy, dubbed Tinkerland because its economic features are "tinkered with" during the demonstration. The links among production, consumption, employment, and literacy are shown in the economy during the "previous" period. Then the status quo of the economy is altered to show the sensitivity of literacy requirements to changes in production and consumption. Third, directions for research are established to help unravel the complex ties between the employment needs of an economy with the literacy of its workers. A technical appendix describes methods used to calculate the linkages an changes described in the section on the hypothetical economy, Tinkerland. A list of 61 references is provided.

Philippi, Jorie. *Literacy at Work: The Workbook for Program Developers.* Westwood, N.J., Simon & Schuster, Inc., 1991.

POWER for Progress: A Model for Partnerships in Workplace Literacy. '90; 43p. Project POWER is an educational program developed jointly by Triton College, River Grove, Illinois, and the Labor Management Center of the Mid-Metro Economic Development Group, for employees of local companies who are interested in improving basic skills in English, reading, mathematics, and writing, as well as for employees who want to prepare for the General Educational Development test. POWER is an acronym for Partnerships for On-site Workplace Education and Retraining and the objectives of the program, which officially began in October 1988 and ended in March 1990, were established to meet regional training requirements. The objectives were: (1) to increase existing coordination between education, business, and labor; (2) to increase the number of companies and, subsequently, the number of employees who participate in workplace literacy programs; and (3) to increase work-related literacy skills of employees to officially establish performance levels needed for the job. The classes were planned cooperatively by Triton College and the companies. They were held within the company, meeting twice per week for 2 hours per session, for 10-15 weeks. Classes are work related, use work-release time, are free, provide child care and transportation assistance as needed, offer academic and personal counseling and tutors, and provide confidential assessment results. Benefits to participants include improved communication on and off the job, better job options and opportunities, increased promotability, preparation for technological advances at work, and improved confidence. Companies participating in Project POWER include Allied Die Casting, Album Graphics Inc., American Rivet Company, Inc., Borg Warner Automotive, Carbide International, Jacobs Suchard Inc., M & M/MARS, and Navistar International. (Appendixes list the three program objectives with activities, staff evaluation, and timelines; provide graphics illustrating program statistics; and include the project brochure in English and Spanish.) (KC)

Available in paper copy and microfiche. EDRS Price - MF01/PC02 Plus Postage.

Rigg, Pat; Kasemek, Francis E. "Adult Illiteracy in the USA: Problem and Solutions." *An International Journal of Adult Education,* v 16 n 4 p 24-31 1983. In lieu of literacy programs based on teacher-as-parent, student-as-child relationships or student/teacher partnerships, the authors propose (1)developing an adult/adult learning environment, (2)using a psycholinguistic model of the reading process, and (3)using a cognitive-discovery model of the writing process.

Rogerson, Ed.D., Lynda. "Training is an Investment." *The Colorado Springs Business Journal,* March 15, 1991.

Romero, Fred. *Literacy in the Hispanic Community (A White Paper).* Jan 87; 18p. A discussion of the literacy education needs of the Hispanic community in the United States provides a profile of the Hispanic population and offers a plan of action for educational programming. At 7 million, the illiterate Hispanic population comprises one-third of functionally illiterate Americans. This subgroup is diverse, with as much as half of the Hispanic workforce being workplace illiterate. Immigrant influx and dropout rates increase this number steadily. This level of illiteracy is costly in both social and economic terms, and an effective literacy program could save nearly $4 billion annually.

Rosen, David J.; Kale, Cerci. 2 NOV 1989 21 p. "Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989." Paper presented at the Annual Conference of the Massachusetts Association of Adult and Continuing Education (Marlborough, MA, November 1, 1989). A survey of 42 Massachusetts workplace literacy programs was conducted in fall 1989 to determine whether the programs generally fit a standard definition of workplace literacy derived from "A Guide to Developing Instruction for Workforce Literacy Programs: by Jorie W. Philippi. The study's seven-item questionnaire included the definition to which respondents were asked to compare their programs. The questionnaire instructions stated the researchers' suspicion that the definition does not "represent the great variety seen in workplace education in Massachusetts." Respondents were asked to state how their programs did not fit the definition, if that were the case. Respondents were encouraged to ignore the questions and respond in another manner if the questions were not useful. The return rate was 64 percent. Most of the practitioners agreed with these elements of the definition: (1)their programs were designed to meet the needs of the organization and the workers by translating learning into improved job performance; and (2) the results of their programs should be measured in terms of job accuracy and productivity, employee retention/promotion, and (lower) accident rates. Most of the respondents believed that their programs differed from the definition in that their programs: (1)had important goals in addition to meeting the goals of the organization and translating learning into improved job performance; (2)had instructional content that did not focus exclusively on basic skills applications that are used in the context of job tasks; and (3)should be evaluated by measures in addition to job accuracy and productivity, employee retention and promotion, and accident rates. There was a widely held opinion that the definition was too narrow; too constraining; too much like job training rather than education; and not respectful of students', workers', unions', or employers' interests and goals. (The document contains a copy of the questionnaire.)

Rutherford, Bruce B. "The Basic Skills Gap: Whose Problem, Whose Solution?" *Public Utilities Fortnightly.* August 31, 1989; v 124; n 5; Page: 13. A look at the growing mismatch between worker skills and the jobs to be performed.

Sarmiento, Anthony R. "A Labor Perspective on Basic Skills." 28 Sep 89; 25p. Paper presented at the Conference on Workplace Basic Skills: A Labor-Management Approach (Columbus, OH, September 28, 1989). Most major workplace literacy programs involve unions. Organized labor's current leadership in worker education and training is not a continuation of earlier activities but an expansion of union interest and activity that is unprecedented in the history of organized labor. These efforts do not rely on public funding, because many unions have negotiated financial support for the educational programs under the collective bargaining agreement. For decades, the building and construction trades have operated training programs funded through joint apprenticeship and training trusts with their contractors. Employers who have been reluctant to invest in their workers must commit the financial resources required to keep the skills of their workers current. They must embrace the cost of ongoing worker training and education as part of the total cost of doing business. Those who are planning a workplace literacy program should not oversimplify the literacy problem or what kinds of programs are needed and should not insult the workers they are hoping to serve through the program. The most important suggestion for these program planners is to involve unions and workers from the very start of the effort and throughout every phase of the operation as equal partners. (A list of 18 references and handouts are appended.) (YLB)

Available in paper copy and microfiche.
EDRS Price - MF01/PC01 Plus Postage.

Selected Notes from National Workplace Literacy Project Director's Meeting. May 1-3, 1991.

Short, Deborah J. Grognet, Allene G. *A Review of Workplace Literacy Tests and Testing.* Sep 88; 66p. A review of workplace literacy tests and testing found that the definitions of literacy and, in particular, workplace literacy have changed and are continuing to change. There is no single, widely accepted definition. Descriptions of workplace literacy demands in terms of reading grade levels are inappropriate. Most tests currently in use are inappropriate for the work environment because they: (1) do not contain job-related vocabulary or tasks; (2) are not indicative of the actual demands placed on workers; (3) are of the paper-and-pencil type rather than performance-based; (4) do not contain an oral component; and (5) do not require the examinee to interpret and analyze. An appropriate workplace test should simulate job tasks. A needs analysis of the literacy requirements for each job or job cluster should be undertaken before a workplace literacy test is designed. New technology should be incorporated into any workplace test. Computers and interactive videodiscs permit more flexibility, greater tracking, and better curriculum planning than does any standardized test. Interactive videodiscs allow a wide variety of question types that more closely simulate the workplace. To be more valid, workplace tests should have the following sections: (1) one part, for all occupations, that should address general concerns such as reading indexes, filling out forms, and writing business correspondence; and (2) another part that varies according to occupational cluster and focuses on particular skills required for its cluster. (Includes 31 references and descriptions of 13 tests, providing title, publisher, purpose, audience, type, design, skills assessed, approach/item type, norms, and review comments.) (CML)

Available in paper copy and microfiche.
EDRS Price - MF01/PC03 Plus Postage.

"The Skills Enhancement Literacy Project of Hawaii. Final Program Model. Final Performance Report. Final Evaluation Report." Sep 90; 82p. The Skills Enhancement Literacy Project of Hawaii (SELPH) was a demonstration workplace literacy partnership between the College of Education, University of Hawaii-Manoa and the ITT Sheraton Hotels. Four Sheraton Hotels in Waikiki participated in the project. The program was planned, staff and volunteers were recruited, and marketing strategies were employed to recruit and retain students. Classes were scheduled during working hours to accommodate employees. The program featured individualized programs of instruction; practical and job-related materials; in-house training, instructors, and tutors; flexible scheduling,open entry/open exit; and confidentiality. A total of 338 employees participated in the program, most from entry-level positions, and most nonnative English speakers. Project outcomes included improvement in attitude and job performance, increase in advancement opportunities, and improvement in literacy skills, especially speaking skills and job-related skills. Evaluation of the program showed that it met original objectives of literacy improvement, although gains in reading and writing were small. It also demonstrated the feasibility of partnerships between universities and businesses. In a discussion of problems and recommendations, suggestions were made to involve unions in future partnerships, to avoid project staff turnover, and to keep all classes small. (KC)

Available in paper copy and microfiche.
EDRS Price - MF01/PC04 Plus Postage.

Spring, William J. "From 'Solution' to Catalyst: A New Role for Federal Education and Training Dollars," *Federal Role in Education Working Paper Series.*

"The State of Workplace Testing." *Supervisory Management.* August 1, 1991; v 36; n 8; Page: 12. Here are the results of a recent survey by AMA on drug, AIDS, and basic skills testing.

Sticht, Thomas G. "Evaluating National Workplace Literacy Programs." *Applied Behavioral & Cognitive Sciences, Inc.*, April 20, 1991.

Taylor, Maurice C. and Lewe, Glenda R. "Basic Skills Training--A Launchpad for Success in the Workplace." *Literacy Task Analysis Project, Interim Report.* May 90; 108p. This interim report describes the first few months' work of a task force that developed a set of procedures for conducting a literacy task analysis. A literacy task analysis could be used by employers, union delegates, human resource personnel, trainers, and adult educators to understand better the specific workplace training needs of employees, as well as to provide a method for developing the actual training or retraining curriculum. The interim report contains three chapters, each with a different purpose and focus. Chapter 1 examines the role of education and training as a solution to adult reskilling and upgrading, defines workplace literacy, and describes a number of successful programs in Canada, the United States, and the United Kingdom. Chapter 2 highlights the definitions, purposes, and methods of job and task analysis as a foundation for understanding the dimensions of a literacy task analysis. Chapter 3 describes, in case study format, three examples of how to conduct a literacy task analysis and points out directions for developing some of the training material related to improving such a job. Occupations profiled in the case studies include motor vehicle repairer, grocery store receiver, and pre-cast repair and cleaning laborer. Future research will continue on literacy task analysis and will include production of a manual. The report includes 29 references. (KC)

Available in paper copy and microfiche.
EDRS Price - MF01/PC05 Plus Postage.

Vargas, Arturo. "Literacy in the Hispanic Community." Jul 88; 43p. Illiteracy is a serious problem in the United States, and Hispanics have substantially higher rates of illiteracy than any other major population group: by the traditional measure of literacy, the completion of five years of schooling, 11.9 percent of Hispanics 25 years and older could be considered illiterate, compared to 1.8 percent of the non-Hispanic population in 1987. The following conclusions about Hispanic illiteracy are cause for serious concern: (1) illiteracy in English is not a problem unique to immigrants; (2) many Hispanics who are illiterate also face difficulties of limited-English proficiency--they cannot speak English fluently; (3) the public schools too often are not effectively developing literacy skills among Hispanics; (4) current non-school-based literacy programs are inadequate to meet the need for services among the general population and typically under serve Hispanics; (5) illiteracy forecloses Hispanic parents from becoming full partners in the education of their children; (6) illiteracy limits Hispanic participation in the labor force; (7) illiteracy limits Hispanic participation in national life; (8)community-based literacy programs are among the most effective methods of reaching Hispanics; and (9) the illiteracy problem among Hispanics requires immediate attention. Seven recommendations for addressing illiteracy among Hispanics are offered. Five figures illustrate the data. (BJV)

Available in paper copy and microfiche.
EDRS Price - MF01/PC02 Plus Postage.

What is the Evidence for Learning to Learn's Effectiveness? Stamford, CT: Learning Resources, Inc.

Workplace Education Efforts in Small Business: Learning from the Field - Executive Summary. Oakland, CA: Berkeley Planning Associates, April 10, 1991.

ASSESSMENT & TESTING

Accelerated Learning Systems. Learned & Tested, The Education Company. San Antonio, TX: The Psychological Corporation, 1991. "Serving 1-15 students per hour with five video student stations." (Reading, Writing, Math, Algebra)

Contact: Learned & Tested, P.O. Box 9960, San Antonio, TX 78204-0960. Phone: (800)634-0424.

Adult Learning. MAY 01 1991 v 2 n 7 Page: 12. Whitney, Douglas R. "Toward a Comprehensive GED Assessment System." The Tests of General Educational Development (GED) - How they can be used to place students for study and measure their progress; how GED tests can be used to evaluate instructional effectiveness.
MAY 01 1991 v 2 n 7 Page: 9. Ridkard, Patricia L. "The Essential Role of Assessment." Tying learner's goal to educational goals through an authentic and comprehensive assessment process.
MAY 01 1991 v 2 n 7 Page: 17. "Assessment Update." The newest initiatives on three major assessment programs - the National Adult Literacy Survey, Educational Testing Services; the National External Diploma Programs; and the Comprehensive Adult Student Assessment System.

Agee, Donna. "Double-Barrelled Assessment: Teachers and Students as Partners."

Assessing General Education Outcomes. The Academic Profile, New Jersey: ETS College and University Programs, 19__. Measures college-level reading, college-level writing, and critical thinking in the text of material from humanities, social sciences, and natural sciences. It also measures mathematics.

Byrnes, Marie E.; Forehand, Garlie A.; Rice, Myrtle W.; Garison, Douglas; Griffin, Elizabeth; McFadden, Margaret; Stepp-Bolling, Eric R. "Putting Assessment to Work: Computer-based Assessment for Developmental Education."

Contact: Journal of Developmental Education, Appalachian State University, Boone, N. Carolina 28608.

The College Board. *Accuplacer*. New York: Publisher, copyright. Computerized Placement Tests featuring Seamless Serial Testing; Computerized Placement Management Software; Placement Research Service. Educational and administrative tool for more accurate course placement. Demonstration disk available.

Guides to Learning and Instruction. A microcomputer-based program of assessment and instruction with modules in writing, reading, and study skills designed specifically for students placed in developmental studies programs.

For information: The College Board, 45 Columbus Avenue, New York, NY 10023-6992. Phone: 212-713-8057.

Educational Testing Service (ETS), *Test of Applied Literacy Skills (TASK)*, New Jersey: Simon & Schuster, Workplace Resources, Education Group, A Paramount Communications Company, 19__. Educational Testing Service: two parallel adult literacy test batteries for pre- and post-testing. Includes: Document Literacy, Prose Literacy, Quantitative Literacy. Standardized adult literacy tests that incorporate extensive use of open-ended tasks that simulate the use of literacy skills in a variety of relevant adult contexts.

Contact: Simon & Schuster, Workplace Resources, P.O. Box 1230, Westwood, NJ 07675-9855. Phone: 1-800-223-2348. FAX: 1-800-445-6991.

Galin, Jeffrey F. *What Can Workplace Literacy Programs Realistically Be Expected to Accomplish, and How Do We Determine What*

This Should be? 1990; 14 p.; Paper presented at the Responsibilities for Literacy Conference (Pittsburgh, PA, September 15, 1990.). Most corporate funds for workplace literacy programs are invested in intermediate literate workers. Questions regarding these learners concern what should be expected of them; what they should expect of workplace literacy programs; who or what should determine these criteria; and ramifications of the answers. Issues that affect the answers are the drive to use work--based materials and problems; use of job-task analyses to build w-workplace curricula; employers' hesitancy to fund costly literacy training; and lack of worker input. Workplace literacy is defined as survival skills for the workplace and those particular skills employers want. A lack of concern for workers as learners and participants in a larger society underlies these definitions. If service providers rely upon job task analysis to develop and administer curricula, they may isolate learners even further by producing training programs as if they existed in social and cultural vacuums. The following questions should be asked: who are the people workplace literacy programs are serving and whether what they do is enough; whether workers understand how others shape their expectations; and whether those in power really understand the goals and needs of workers as learners. The answers have profound consequences for the ways in which service providers plan workplace literacy programs.

Graham, Steven W. "Assessing The Learning Outcomes For Adults Participating In Formal Credit Programs." *Continuing Higher Education Review : The Journal.* Sprg 89 v 53 n 2 / 3 Page: 73. Research has been conducted on the motivations of adult learners, yet little has been done to assess the actual results of formal credit programs participation. This study addresses this issue. Over 7,000 adult learners were studied to examine the outcomes resulting from traditional undergraduate degree programs. A factor structure was developed which identified five broad outcomes areas: self-directed learning, human/artistic development, communication skills, logic/problem solving, and consumer awareness. Recommendations are made for further research and the assessment of college outcomes, along with suggestions for further application of this framework or similar ones.

Sticht, Thomas G. *Testing and Assessment in Adult Basic Education and English as a Second Language.* San Diego: Applied Behavioral and Cognitive Sciences, Inc., January, 1990.

Training Needs Assessment Tool. n.c.: T.A. McCann and J.T. Tashima, 1981. "Purpose: The Training Needs Assessment Tool (T-NAT) will provide you with information about your training needs in your job. The T-NAT process is a series of sequential steps that allow you to compare what you know or can do (Ability Level) with what you need to know or do on your job (Job Need Level).

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Brinkerhoff, Robert O. *Achieving Results from Training.* San Francisco, CA: Jossey-Bass Publishers. 1988.

Contact: Jossey-Bass Inc., Publishers, 350
Sansome Street, San Francisco, CA 94104

Brinkerhoff, Robert O.; Brethower, Dale M.; Hluchyj, Terry; Nowakowski, Jeri Ridings. *Sourcebook Program Evaluation*. Boston, MA: Kluwer-Nijhoff Publishing, 1987.

Contact:Kluwer Nijhoff Publishing, Kluwer
Academic Publishers, 101 Philip Drive,
Assinippi Park, Norwell, MA 02061.

Carnevale, Anthony P. And Others. *Workplace Basics: The Essential Skills Employers Want. ASTD Best Practices Series: Training for a Changing Work Force. First Edition.* '90; 494p. Part of the Jossey-Bass Management Series. This book is designed to provide readers with an in-depth understanding of the 16 skills that employers believe are workplace basics. Part One centers on the economic importance of the 16 skills and provides a theoretical basis for why these skills are important. Part Two discusses the foundation skill, learning to learn, on which all other skills are based. Part Three explores reading, writing, and computation, the skills on which technical competence is built. Part Four deals with oral communication and listening, the skills that enable people to communicate effectively on the job. Part Five covers problem solving and creative thinking, the adaptability skills that enable workers to be flexible in the workplace. Part Six discusses self-esteem, motivation and goal setting, and employability and career development, the developmental skills that enable people to keep and hold jobs and to move up the career ladder. Part Seven examines interpersonal skills, teamwork, and negotiation, the group effectiveness skills that enable people to work together productively. Part Eight considers organizational effectiveness and leadership, the influencing skills that enable people to bring a task to completion. Part Nine presents the applied approach, including a model for establishing a workplace basics program. A 40-page list of references and suggested readings is included, as well as a name index and a subject index. (CML)

Available in microfiche only. EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Model Cooperative Industrial Literacy Project Handbook. '89; 105p. (Copies of newspaper items are marginally legible.) Based on a program conducted by Caldwell Community College and Technical Institute, Hudson, North Carolina, this handbook provides guidelines and suggestions for developing a workplace literacy program. The handbook is organized in four sections. The first section introduces the idea of developing a workplace literacy program, including fund-raising and designing the project. The preparation and implementation phase of the literacy project is described in the second section. Topics covered include educating industrial personnel, recruiting and selecting students, scheduling, recruiting and training instructors, developing and implementing the curriculum, class management, selecting and training tutors, and equipment and courseware. Project evaluation is examined in the third section of the handbook. Evaluation methods suggested are student and instructor surveys, student testing, and management surveys. The final section offers suggestions for replicating the project. Extensive appendixes include an outline of steps for implementing the project, a job description for the project coordinator, a training outline, blank forms, a training schedule, scope and sequence of reading instruction, readability ratings of selected adult basic education materials, student interview forms, lesson plan and quarterly report forms, questionnaires, a printout of the project, and replications of news items pertaining to literacy. (KC)

Available in paper copy and microfiche.

Newman, Anabel Powell and Beverstock, Caroline. "Adult Literacy: Contexts and Challenges." '90; 232p. Reporting recent and significant studies across the spectrum of the literacy movement to help plan the United States' literacy future, this book discusses the history of the adult literacy movement, especially in the United States, and the emergent definitions of adult literacy. The book also reports on the scholarship about, practice of, and challenges confronting the adult literacy movement.

Philippi, Jorie. *Literacy at Work the Workbook for Program Developers*. New York, NY: Simon & Schuster, Workplace Resources, Education Group, A Paramount Communications Company, 1991.

Contact: Simon & Schuster, Workplace Resources, New York, NY 10023

CATALOGUES

1990 ABLE Curriculum Guide. Final Report. '90 73p. This guide contains an annotated bibliography of 107 resources for: (1) Basic 0-4; (2) Adult Basic Education; (3) English as a Second Language; (4) pre-General Educational Development Test; (5) General Educational Development Test; and (6) workplace programs published since 1986. It also contains a listing of job-specific workplace curriculum and exemplary special projects funded by the Pennsylvania Department of Education's Division of Adult Basic and Literacy Education (ABLE) programs between 1987 and 1989. Resources and projects were selected by a panel of six adult educators with outstanding records in curriculum/staff development and program management, who reviewed more than 300 resources supplied by publishers of ABLE materials. Resource listings are arranged alphabetically in each of the six categories. Each listing consists of title of resource, publishers, author(s), audience, price, date of publication, class usage, reading level, subject, appropriateness for independent study and/or instructor use, subtopics, special features, components, computer requirements, review source, and a brief description of the resource. Special project listings consist of title, area, publication or completion date, issue, adult education number from Pennsylvania's clearinghouse AdvancE, projector director, organization name, address, and telephone number, audience, subarea, components, panel review, project cost, and a brief description of the project. Appendix A provides publishers' addresses. An index arranged alphabetically by publisher is included. (KC)

Available in paper copy and microfiche. EDRS Price - MF01/PC03 Plus Postage.

1992 English As a Second Language, ESL, Plus Bilingual Education. Lincolnwood, IL: National Textbook Company a division of NTC Publishing Group, 1992.

Contact: NTC, 4255 West Touhy Ave., Lincolnwood, IL 60646-1975. Phone: 1-800-323-4900. FAX: (708)679-2494.

AACJC - Publications Catalog - Spring 1991. Washington, D.C.: The American Association of Community and Junior Colleges, 1991.

Contact: AACJC Publications Sales, 2700 Prosperity Ave., Fairfax, VA 22031. Phone: (703)204-0411. FAX: (703)207-9862.

The Academic Profile. Princeton, NJ: The College Board and Educational Testing Service, 1990.

Contact: ETS College and University Programs, Princeton, NJ 08541-0001. Phone: (609)243-8195.

Adult Education - 1992 Catalog. Austin, TX: Steck-Vaughn Company, 1992.

Contact: Steck-Vaughn Company, P.O. Box 26015, Austin, TX 78755. Phone: (800)531-5015.

Contemporary Books - Quality Materials for the Adult Learner - Fall 1991. Chicago, IL: Contemporary Books, Inc., August 1991.

Contact: Colorado Representative: Rita Stout, 2330 Yarrow Street, Lakewood, CO 80215. Phone: (303)232-8087.

ESL Catalog includes Bilingual, Adult Education, Special Education. New York, NY: Oxford University Press, 1992.

Contact: Sales Representative for Colorado, Toni Mathiasen, Educational Specialist, 10614 E. Maplewood Dr., Englewood, CO 80111. Phone: (303)694-6835.

Fearon, Janus, Quercus, Publishers for Special Needs - 1992 Catalog. Belmont, CA: Fearon/Janus, 1992.

Contact: Colorado Sales Representative: Mac McKinley, P.O. Box 5070, Greeley, CO 80631. Phone: (303)352-3209.

GPN - 1992 Catalog. GPN College/Adult Video Catalog.

Contact: GPN, P.O. Box 80669, Lincoln, NE 68501-0669.

Literacy Adult Basic Education including ESL. Lincolnwood, IL: National Textbook Company, A division of NTC Publishing Group.

Contact: NTC, 4255 West Touhy Ave., Lincolnwood, IL 60645-1975. Phone: (800)323-4900. FAX (708)679-2494.

Literacy at Work, The Workbook for Program Developers. Westwood, NJ, Simon & Schuster.

Contact: Simon & Schuster, Inc., Workplace Resources, P.O. Box 1230, Westwood, NJ 07675-9855. Phone: 1-800-223-2336.

Literacy Volunteers of America, Inc. - Materials and Services Catalog 1991-1992. Syracuse, NY: Literacy Volunteers of America, Inc., 1991.

Contact: LVA Materials & Services Catalog 1991-1992, 5795 Widewaters Parkway, Syracuse, NY 13214. Phone: (315)445-8000. FAX: (315)445-8006.

Paradigm Launches: Operation Workplace Success. Eden Prairie, MN: Paradigm Publishing International, 1991.

Contact: Paradigm Publishing International, 7500 Flying Cloud Drive, Suite 655, Eden Prairie, MN 55344-9933. Phone: (612)941-4111. FAX: (612)941-5575.

ScottForesman. *Lifelong Learning Books - 1992.* Glenview, IL: ScottForesman, A Division of HarperCollins Publishers, 1992.

Contact: Colorado Representative, Gerald Overgard, 1228 Purdue Drive, Longmont, CO 80503. Phone: (303)772-9101.

Suter, Allan D. *Contemporary's Real Numbers Developing Thinking Skills in Math. Algebra Basics.*

Contemporary's Real Numbers Developing Thinking Skills in Math. Tables, Graphs, and Data Interpretation. Chicago, IL: Contemporary Books, n.d.

COMPUTER-BASED PROGRAMS

Agency for Instructional Technology. *Let's Talk.* Introduction to Sign Language an interactive approach; Applied Communication; Workplace Readiness; Attributes for Successful Employability; Caring for Children: An Introduction to Child Care; Principles of Technology.

Contact: Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120, 1-800-457-4509.

BASE (Basic Academic Skills for Employment). Trenton, NJ: Educational Technologies Inc., 1990. Introducing the first Basic Skills Remediation System anchored to Jobs. Package includes diagnosis, prescription, instruction, management, post-diagnosis.

Contact: Educational Technologies, Inc., 1007 Whitehead Road Ext., Trenton, NJ 08638. Phone (609)882-2668.

Career Development Resources for the '90s. Silver Spring, MD: Conceptual Systems, Inc., 1991. Software designed for Managers, Organizations, Employees.

Contact: Conceptual Systems, Inc., 1010 Wayne Ave., Suite 1420, Silver Spring, MD 20910. Phone: (301)589-1800.

Computerized Learning Systems. From start to finish...Our programs work to help produce a pattern of successful education. In assessment, in career exploration, and in basic skills.

Contact: Computerized Learning Systems, 1501 S. Lemay, Suite 203, Fort Collins, CO 80524. 1-800-346-4485.

Dawn Satellite, Inc., a nation-wide provider of commercial satellite earth station products and services.

Contact: Dawn Satellite, Inc., P.O. Box 628, Oxford, MI 48371. Phone: (313)969-0010.

Education for Employment. Omro, WI: The Conover Company, Ltd., 1991. The resource guide for transition materials from school to work.

The Integrator. Integration of Basic Skills into the Workplace.

Contact: The Conover Company, Ltd., P.O. Box 155, Omro, WI. Phone: (800)933-1933. FAX: (800)933-1943.

Educational Activities, Inc. Freeport, NY: Educational Activities, Inc., 1991. Software. ESL, Adult Literacy, Language Impaired.

Finnegan, Roslyn. "Interactive Computer Assisted Instruction with Adults." *Journal of Reading.* OCT 01 1991 v 35 n 2 Page: 108. Computers are an effective teaching tool in adult literacy programs, and the software described here is particularly useful in motivating learners to become involved in their own learning.

Futchs Fine, Marija. "Going High Tech: Computerized Literacy Instruction." *Adult Learning.* JAN 01 1991 v 2 n 4 Page: 11. How to choose a computer system that will fit your budget and your client's need.

Job Trails. University Park, PA: Institute for the Study of Adult Literacy, n.d. A computer-assisted assessment package for Workplace Basic Skills.

Contact: Institute for the Study of Adult Literacy, College of Education, The Pennsylvania State University, 204 Calder

Way, Suite 209, University Park, PA 16801-4756. Phone: (814)863-3777.

Jostens Learning Corporation. INVEST, a computer-assisted instructional program, is designed to improve self-esteem and employability, and to help adult learners develop to their fullest potential.

Contact: Nancy Karsh, Regional Marketing Manager/Adult Education, 3479 N. Nandina Lane, Tucson, AZ 85712. 1-800-422-4339, EXT. 4403.

Mann, John G. *Literacy Today: A Realtime Technology Transformation.* '89; 15p. Computer assisted instruction programs for adult literacy are becoming more prevalent in learning centers, community organizations, and in schools across the country. Computers are also being used to curb illiteracy at the source, in elementary and secondary schools, in an effort to reduce dropout rates. Two IBM (International Business Machines) literacy software programs have been particularly successful in providing literacy education for both children and adults. The "Writing to Read" program is designed to teach the basic skills of reading and writing to kindergartners and first graders, and the "Principle of the Alphabet Literacy System" (PALS) interactive videodisc program is aimed at functionally illiterate adolescents and adults. Both programs are phonetically based and offer multimedia instructional experiences through the use of computer graphics and programmed audio instruction. A Spanish language version of "Writing to Read" called VALE (Voy A Leer Escribiendo), has proven equally effective in teaching Hispanic children how to read and write in their native language. Students are engaged in independent study and proceed as quickly as their understanding allows. Effective computer software can restore the excitement of learning as well as upgrade the work force through literacy training. (13 references) (DB)

Available in paper copy and microfiche. EDRS Price - MF01/PC01 Plus Postage.

"Older Displaced Workers Write To Read: A Computer-Assisted, Work-Related Basic Skills Program Using the Process Approach to Writing. Final Report." Jul 90. A project was developed to teach literacy to adult students over 40 years old, using job-related materials in a computer-assisted approach with volunteer tutors. The project used the Penn State Adult Literacy Courseware, consisting of six computer-based modules and an Apple IIGS microcomputer. Volunteer teachers already working with adult students at the test site were recruited for participation in the project and trained in using the courseware. Adult students reading at a sixth-grade level or below who were unemployed or underemployed were targeted for the program.

This article has been abstracted and are in the ERIC database. The journal articles should be available at most research libraries.

The Outreach and Technical Assistance Network (OTAN). Washington, D.C.: U.S. Department of Education, Office of Vocational and Adult Education, 1991. "The Division of Adult Education and Literacy is now on-line with the OTAN system. We believe this system will provide excellent communication linkages, technical assistance, staff training and information to the adult education and literacy field."

Contact: John Fleischman, Director, Outreach and Technical Assistance Network, Hacienda La Puente Adult Education, 320 N. Willow Ave., La Puente, CA 91746. Phone: (800)526-2451. FAX: (818)855-3503.

R.O.A.D. University Park, PA: The Pennsylvania State University, 1991. R.O.A.D. to Success is a computer based training course developed to teach low-literate examinees reading skills necessary to study for the CDL (Commercial Driver's License) exam.

Contact: The Pennsylvania State University, College of Education, 204 Calder Way, Suite 209, University Park, PA 16801. Phone: (814)863-3777. FAX:

(814)863-6108.

(800)933-1933.

Sigi Plus. Princeton, NJ: Educational Testing Service, 1990. A computerized Career Planning tool.

Contact: Sigi Plus. Educational Testing Service, P.O. Box 6403, Princeton, NJ 08543-5071. Phone: (800)257-7444.

Simon & Schuster. *Computer Curriculum Corporation.* Sunnyvale, CA: A Paramount Communications Company, 1991. New courseware which combines sophisticated new individualized techniques with the extensive use of color, graphics, and interactive learning tools. Course in math, reading and writing have been expanded and enhanced for the 1989-1990 school year.

Contact: Computer Curriculum Corporation, 111 North Canal, Suite 355, Chicago, IL 60606. Phone: (800)433-3236. Fax: (312)466-0732.

Skills Bank Corporation. Publishes the BUSINESS EDITION software. A basic skills software to master business workplace skills in writing, reading, language, mathematics, and analysis skills.

Contact: Skills Bank Corporation
6350 Presidential Court
Fort Myers, FL 33919
Phone: 813-482-0202

Workplace Literacy System, 1991 Catalog. Omro, WI: The Conover Company, Ltd., 1991. Modules: Workplace Basic Skills, Workplace Math, Workplace English, Workplace Social Skills, Workplace Reasoning Skills, Employability Skills, Survival Skills, Technical Skills Training. Demo disks available. Also, Education for Employment 1991 Catalog available.

Contact: The Conover Company, Ltd., P.O. Box 155, Omro, WI 54963. Phone

LITERACY PROJECTS

Adult Basic Literacy Education. March/April 1992. Newsletter from the literacy project at Morgan Community College.

Contact: ABLE, Morgan Community College
120 W. Railroad Ave., Fort Morgan, CO 80701.

Coors. *Hurrah.* Golden: Community Relations Department of Coors Brewing Company, Vol. 5, No. 1, 1991/92. "The wonderful story about learning to read is part of a national literacy campaign to which the Coors Brewing Company has pledged more than $40 million over the next five years. The objectives of this campaign are to increase awareness of the illiteracy problem, support grass roots family literacy programs, and raise funds." Parents Magazine, September 1991; John G. Hahn, Publisher.

Pass It On. An update on Coors "Literacy. Pass It On." Program. Spring 1992.

For additional information write: Nancy Williams, National Program Manager, Coors Brewing Company, 311 10th St., NH420, Golden, CO 80401.

T.A.C.K.L.E. (Together, Addressing the Challenges of Knowledge and Literacy for Employees). Evaluation Report. '90; 78p. Project TACKLE (Together, Addressing the Challenge of Knowledge and Literacy for Employees) was a cooperative project, jointly developed to address employees with the inadequate basic skills necessary to operate modernized, technical equipment and maintain job security. Approximately 500 current employees of General Motors, Flint, Michigan, used the Learning Lab in some capacity throughout the 27-month project period. Project TACKLE brought together a local educational agency (Carman-Ainsworth Community Schools) and the area's predominant industry (General Motors Corporation) to meet the demands of the work force and the challenge of new technology. Specific outcomes were provided through participation in various components of the Learning Lab: (1) adult literacy and basic skills information; (2) adult high school completion; (3) structured classes; (4) limited English proficiency training; (5) basic computer literacy and computer programming; (6) problem solving skills training through the PALS (Principal of the Alphabet Literacy Systems) program; (7) educational and career counseling; and (8) an interpreter for hearing impaired employees. This project met the needs of special populations: people with hearing impairments, those for whom English is a second language, and individuals from diverse backgrounds. An ongoing evaluation was performed for different aspects of the program. At the culmination of each module, the Learning Lab was modified. In addition, each participant was given an exit survey, including program dropouts. (Four appendices are included in this evaluation report: partnership agreement; training needs assessment; dropout questionnaire; and quarterly reports.) (NLA)

Available in paper copy and microfiche.
EDRS Price - MF01/PC04 Plus Postage.
Contact no.: V198A80

Olsten's Literacy Outreach. Workplace Literacy Day. Information on New York City Workplace Success Day, June 19, 1991.

Contact: Pat J. Pierson, Assistant Vice President, Osten Services, Dominion Tower, 600 17th Street, Denver, CO 80202. 303-534-4357.

LITERATURE AND REPORTS

Adult Education Office. Denver, CO: Colorado Dept. of Education and Colorado State Library and Adult Education Office, 1991. Directory of Adult Education and Literacy Programs in Colorado, Adult & Community Education HOTLINE - a service of Lifeline. The newsletter of lifelong learning.

The Adult Learning Source - Annual Report 1990-1991. Denver, CO: The Adult Learning Source, 1991. "The Adult Learning Source is a private, non-profit organization founded in 1964. Its mission is 'to enable economically and educationally motivated adults to pursue educational goals which enhance their self-worth and ability to function productively in the workplace.' The program is supported primarily by contributions from foundations, businesses, churches, individuals, civic, religious and service organizations, and the Colorado State Department of Education."

America 2000 An Education Strategy - Sourcebook. Washington, DC: U.S. Department of Education, 1991.

Contact: U.S. Department of Education. Phone: (800)USA-LEARN.

Berkeley Planning Associates (Authors: Mary P. Vencill, Project Director, Lauren K. Clausen, David A. Drury). *Workplace Education Efforts in Small Business: Learning from the Field." Final Report.* Oakland, CA: n.p., March 27, 1991.

Contact: Office of Advocacy, U.S. Small Business Administration, 1225 I Street, N.W., Washington, D.C. 20416.

The Bottom Line: Basic Skills in the Workplace. Washington, D.C.: U.S. Department of Education and U.S. Department of Labor, 1988.

Contact: Office of Public Information, Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue, NW, Room 52307, Washington, DC 20210.

Collins, Sheila and Others. *The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education.* Evaluation Report. Summary of Activities between October 1, 1988 and June 30, 1989. Technical Report 3. '90; 317p. This report on the second year of the Workplace Education Program evaluates 16 programs run by 15 labor unions during the 9-month period between October 1, 1988 and June 30, 1989. The assessment was designed (1) to collect a program-wide database for program documentation; (2) to examine program impact on students' basic literacy skills, on student attitudes toward and self-confidence in learning, on employment patterns, and on student interest in issues beyond the classroom and workplace; (3) to provide qualitative and quantitative documentation of union progress in designing and implementing program assessment tools; and (4) to make recommendations for further program development. The report consists of four sections containing the following information: (1) an overview of program data; (2)results of a survey of 1,023 students in 10 unions; (3) case studies of 6 programs, indicating their impact from the perspective of teachers and administrators; and (4) profiles of individual students who have experienced success in the program in a variety of ways. Appended materials include the survey instrument, curriculum samples, an outside evaluation of one staff development program, samples of evaluation measures, excerpts from a student magazine, and questionnaire adaptations by individual programs.

Available in paper copy and microfiche. EDRS Price - MF01/PC13 Plus Postage.

Colorado 2000 Communities. "First Year Action Plan." Denver, CO: State of Colorado, 1991.

Contact: Executive Chambers, 136 State Capitol, Denver, CO 80203-1792. Phone: (303)866-2471.

Education and Training in the Colorado Economy. Jobs for Colorado's Future. Survey of Colorado employers reveals a complex set of challenges facing Colorado today, and suggests the possibility of serious consequences if the state's public and private sector learning system doesn't successfully confront these challenges soon. Employer responses to the survey questions describe a growing gap between the workforce challenges many employers face and the mechanisms currently in place to deal with these challenges.

Education Update. Union Yes, Vol. XIV. No. 4. Washington, DC: AFL-CIO, July 1991.

Contact: AFL-CIO, 815 16th Street, NW, Washington, DC 20006.

Innovation Abstracts, Vol. XIII, No. 19. Austin, TX: The National Institute for Staff and Organizational Development (NISOD), 13 September 1991. "The Writing Center: A Center for All Disciplines."

Vol. XIII, No. 21. "Encouraging Students to Become More Involved Readers."

Contact: The National Institute for Staff and Organizational Development (NISOD), Community College Leadership Program, Department of Educational Administration College of Education, The University of Texas at Austin, EDB 348, Austin, TX 78712.

Literacy at Work: The Workbook for Program Developers. Westwood, NJ: Simon & Schuster, Inc.

Mosaic Research Notes on Literacy, Vol. 1, No. 3. University Park, PA: Institute for the Study of Adult Literacy, October 1991.

Contact: Managing Editor, Institute for the Study of Adult Literacy, College of Education, The Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801-4756. Phone: (814)863-3777. FAX: (814)863-6108.

Philippi, Jorie. *Literacy at Work: The Workbook for Program Developers.* Westwood, NJ: Simon & Schuster, Inc., 1991.

Contact: Simon & Schuster, Inc., Workplace Resources, P.O. Box 1230, Westwood, NJ 07675-9855. Phone: (800)223-2336. FAX: (800)445-6991.

Sarmiento, Anthony R. and Kay, Ann, *Worker-Centered Learning: A Union Guide to Workplace Literacy.* "The Purpose of This Guide - We at HRDI have prepared this guide for you - the trade union leader who recognizes that worker education is one of the labor movement's real bread-and-butter issues. We hope you will use it to make workplace literacy part of your union's agenda.

Contact: AFL-CIO Human Resources Development Institute, Attention: Workplace Literacy, 815 16th Street, N.W., Washington, D.C. 20006

Silent Crisis Adult Illiteracy in Colorado. Denver, CO: Colorado Department of Education and State Library and Adult Education Office, January 1991.

Contact: CDE, 201 East Colfax Ave., Denver, CO 80203. Phone: (303)866-6609.

U.S. Department of Labor, Employment and Training Administration. *The Learning Disabled In Employment and Training Programs.* Research and Evaluation Report

Series 91-E, 1991.

Contact: U.S. Department of Labor, Office of the Secretary's Regional Representative, 1961 Stout Street, Denver, CO 80294. Phone: (303)844-4131.

Vencill, Mary P. And Others. *Workplace Education Efforts in Small Business: Learning from the Field*. Final Report. 27 Mar 91; 168p. A study identified and conducted onsite case studies of 18 different education programs conducted by small companies. Two-thirds of them were conducted by manufacturing companies; the remainder were in health services, construction, or transportation companies. Most of the programs served fewer than 25 workers and had been in operation for less than 1 year. Typical programs addressed workers' basic skills needs; most offered classes in English, English as a Second Language (ESL), mathematics, and high school equivalency test preparation. Most programs relied on workbooks from basic education classes; instructional techniques varied. The defining features that all 18 programs had in common were as follows: (1) active involvement of management; (2) targeting production or hourly workers; and (3) a substantial link to the workplace. The companies usually started their programs because someone made it easy for them to do so, rather than because of a strong internal motivation, and because providing such programs enhanced their public image. The companies supported the programs because of their concerns for safety, product quality, productivity, romotability, and workers' personal development. Employers and employees alike were enthusiastic about the programs. Recommendations were made to inform educators of the needs of small businesses and to make programs affordable. (Appendixes include profiles of small business efforts in workplace education, sources of assistance, and a 74-item bibliography.) (KC)

Available in paper copy and microfiche.
EDRS Price - MF01/PC07 Plus Postage.
Contract no.: [1m SBA-4115-OA-89

*What Work Requires of Schools**A SCANS Report for America 2000.* Washington, DC: U.S. Department of Labor, June 1991.

Contact: U. S. Department of Labor, Secretary's Commission on Achieving Necessary Skills, 200 Constitution Avenue, NW, Washington, DC 20210. Phone: (800)788-SKILL

Worker Adjustment Program. Denver, CO: Governor's Job Training Office, n.d.

Contact: GJTO, Governor's Job Training Office, 720 S. Colo. Blvd., Suite 550, Denver, CO 80222.

Workplace Basics: The Skills Employers Want. Alexandria, VA: American Society for Training and Development, 1988. "This publication summarizes a portion of the research conducted under a two-year joint project of the American Society for Training and Development and the U.S. Department of Labor. It represents a brief overview of the findings from our basic workplace skills research.

Contact: American Society for Training and Development, 1630 Duke Street, Box 1443, Alexandria, VA 22313. Phone: (703)683-8100.

Workplace Literacy Partnerships Program. Final Performance Report. '90; 36p. The New Jersey Workplace Literacy Partnerships Program was conducted from February 1989 to May 1990. The project was funded by the New Jersey Department of Education, with a 30-percent cash match from District 65 of the United Auto Workers, the Standardbred Breeders and Owners Association, and the New Jersey Thoroughbred Horsemen's Benevolent Association. The project accomplished its original goals. In addition, each of the partners was satisfied with the program and willing to continue. Some of the accomplishments of the program were the following: (1) the project implemented six workplace education assistance centers that provide adult basic education and

English-as-a-Second-Language instruction; (2) 1,514 employees from 34 companies were served; (3) customized workplace literacy programs were provided to more than 1,000 employees of specially targeted businesses where literacy needs were identified as barriers to productivity; and (4) a statewide process for planning and developing new workplace literacy programs was established. (Checklists and curriculum used in the project and statistical tables are included as appendixes to this report.) (KC)

Available in paper copy and microfiche. EDRS Price - MF01/PC02 Plus Postage. Contract no.: [1m V198A80186

Zeiss, Tony, Ed. *Creating a Literate Society: College-Business-Community Partnerships.* '91; 90p. Brief descriptions are provided of 16 model literacy initiatives undertaken by community colleges in conjunction with local businesses or community groups. Following introductory comments by Barbara Bush, Tony Zeiss, H. James Owen, and Roy Romer, "Literacy: America's Great Deficit," by Earnestine Thomas-Wilson-Robertson and Tony Zeiss, reviews trends affecting the workforce including demographic changes, population migration, access to education and jobs, workplace diversity, women and minorities in the workforce, and urban problems. The bulk of the report consists of project descriptions, outlining the unique features, funding sources, operations, and outcomes of the following programs: (1) Developmental English and the Reading Center (C. S. Mott Community College, Michigan); (2) Targeted Learning Center (Clackamas Community College, Oregon); (3) People Educating People and Basic Education Skills Training (College of DuPage, Illinois); (4) Project SPHERE and Project ABLE (Community College of Rhode Island); (5) FOCUS (Delaware County Community College); (6) Center for Basic and Pre-Technical Education (Hawkeye Institute of Technology, Iowa); (7) Center for Adult Basic Education and Literacy (Joliet Junior College, Illinois); (8) Filene's Workplace Education Project (Massachusetts Bay Community College); (9) Regina Workplace Literacy Program (Mississippi Gulf Coast Community College); (10) Workplace Literacy Skill Builders Program (Mt. Hood Community College, Oregon); (11) Initiative for Work Force Excellence (Piedmont Technical College, Southmore Carolina); (12) Columbia-Willamette Workplace Literacy Consortium (Portland Community College, Oregon); (13) Vision 2000 Learning Centers (Pueblo Community College, Colorado); (14) Academic Assistance Program (Quincy Junior College, Massachusetts); (15) Learning Development Center/Stein Initiative (Red Rocks Community College, Colorado); and (16) Perdue Self Development Project (Vincennes University, Indiana). In the concluding chapters, Tony Zeiss and Robert M. Ady consider literacy and work force development as major national challenges. (PAA).

Available in microfiche only. EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 ($18.00; $15.00, AACJC members). Report/ISSN: [1m ISBN-0-87117-229-

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Contact: 1111 Osage, Suite 310, Denver, CO 80204.

Adults Only A Newsletter for Colorado's Adult Educators, Vol. 2, No. 3. Denver, CO: Colorado Department of Education and State Library and Adult Education Office, Summer 1991.

Contact: CDE, 201 E. Colfax, Room 100, Denver, CO 80203.

Alerts, Eric, Trends and Issues. Workplace Literacy. The New Work Force. Vocational Education Involvement with Business/Industry/Labor.

Contact: Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210. Phone: 614-292-4353 or 800-848-4815.

A.L.L. Points Bulletin. Vol. 3, No. 3. Washington, D.C.: Division of Adult Education & Literacy, Office of Vocational and Adult Education, U.S. Department of Education, June 1990. "American 2000:An Education Strategy." *Vol. 3, No. 4. August 1991.* "Public Testimony Centers on Capacity, Quality of Adult Education Services." *Vol. 3, No. 5. October 1991.* "The National Literacy Act of 1991." *Vol. 3, No. 6. December 1991.* "New Report Reviews Progress, Challenges in Teaching Adults with Limited English Skills."

Contact: Joyce Ryan, Editor, Division of Adult Education and Literacy, Washington, D.C. 20202-7240. Phone: (202)732-5399.

CACAE Newsletter, March 1992 and June 1992. March - membership list. June Inside: The Task at hand, Certification, CACAE's Treasure, Liz's Lion.

Contact: CACAE, 275 Spruce Rd., Golden, CO 80401-9329.

Colorado Literacy Connection. Denver, CO: COLAC, June 1991. The Newsletter of the

Colorado Literacy Assistance Center (COLAC).

Contact: COLAC, 625 E. 16th Ave., Denver, CO 80203.

Education Update. Union Yes, Vol. XIV, No. 4. Washington, DC: AFL-CIO, July 1991.

Contact: AFL-CIO, 815 16th Street, NW, Washington, DC 20006.

Eric Digest, No. 94; No. 104, No. 109. Clearinghouse on Adult, Career, and Vocational Education.

Contact: Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210. Phone: 614-292-4353 or 800-848-4815.

The Eric Review, Vol. 1 Issue 2, April 1991. U.S. Department of Education, Office of Educational Research and Improvement.

Higher Education for the '90's. Princeton, NJ: Educational Testing Service, 1989.

Contact: Educational Testing Service, College and University Programs, Princeton, NJ. 08541-0001. Phone: (609)243-8195.

Innovation Abstract, Vol. XIII No. 19, 20 and Vol. XIV, No. 4, 5, 12 Published by the National Institute for Staff and Organizational Development (NISOD), College of Education, The University of Texas at Austin.

Contact: The University of Texas at Austin EDB 348, Austin, TX 78712

Issues & Observations, Vol. 11. No. 1. Center for Creative Leadership, 1991.

The Ladder. Washington, D.C.: Push Literacy Action Now (PLAN), 1991. "*The Ladder* has taken the lead in sharing information, stimulating debate, and challenging the status quo on literacy education and related concerns. It is written by professions and committed volunteers who, like you, are involved in the day-to-day, real world literacy struggle."

Contact: PLAN, Inc., 1332 G Street, SE, Washington, D.C. 20003. Phone: (202)547-8903.

Linkages. The National Institute for Staff and Organizational Development (NISOD), Department of Education Administration, College of Education, The University of Texas at Austin. Spring 1992; v15, n3.

Contact: Suanne Roueche, Director NISOD, The University of Texas at Austin, EDB 348, Austin, TX 78712. 512-471-7545.

MOSAIC Research Notes on Literacy. Institute for the Study of Adult Literacy. February 1992, v2; n1.

Contact: Institute for the Study of Adult Literacy, College of Education, The Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801-4756. 1-814-863-3777.

Newsline. Fort Collins, CO: Fort Collins Public Library, Literacy Services, August, 1991. "The Coalition Receives Strengthened Involvement! Changes are on the Horizon!" Also, May 1991. "Winter Coalition Meeting Tackles Corrections.

Phone: (303)484-READ.

OERI Bulletin. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, Summer 1991. "OERI Establishing New Literacy Institute."

Winter 1991-1992. In this issue: New Training Academies, Foreign Language Materials, Preschool Experiences Studied, Research Fellows Named, Data on CD-ROM, 5 Field-Initiated Grants Awarded, History and Science Standards, Dropout Rates Decline.

Spring 1992. In this Issue: Assistant Secretary's Message, National Household Education Survey, Schools that Fought Drug Use, and List of Publications.

Contact: DOE, Washington, D.C. 20208-5570. Phone: (800)424-1616.

PASSAGE. "Your Workplace and Job Skills Information Newsletter." Fiscal Year 1989-1990. Eleven Issues. *PASSAGE*, Oct 1989-Jun 1990; 107p. This document consists of 11 issues of a workplace and job-skills information newsletter specifically designed for adult education program practitioners and their students. The issues are preceded by a final report on the project. The purposes of the newsletter were to disseminate "hands-on" career and job development information of importance to potential and existing workers enrolled in adult basic and literacy education programs, to present vehicles for business and education partnerships that would deal with worker education and training initiatives, and to attract exemplary resource materials and persons that contribute to the education and reeducation of adults seeking employment, promotion or employment security. Subject areas that were covered in the 11 issues of PASSAGE included: training and educational trends; educational options and opportunities for adults; labor market projections;

workplace literacy projects; employment/training success stories; inservice techniques; workplace/career terms and definitions; job/career/educational expectations; workplace and job skills resources; highlighting careers; self-directed student lesson plans; study habits and basic skills upgrading; problem-solving and group decision-making exercises; and academic skills used on the job. (YLB)

Available in paper copy and microfiche. EDRS Price - MF01/PC05 Plus Postage.

Passing The Word. Illinois: State of Illinois, Spring 1991. "Ryan: Literacy is essential 'gift'." by George H. Ryan, Secretary of State and State Librarian.

Contact: Passing the Word, George Ryan, Secretary of State, Illinois State Library, Literacy Office, 431 S. Fourth St., Springfield, Illinois 62701. Phone: (217)785-6921.

Vocational Education Weekly, Vol IV, No. 13. Alexandria, VA: American Vocational Association, Monday, July 1, 1991; *Vol IV, No. 14.*, Monday, July 8, 1991; *Vol IV, No. 18.*, 5 August 1991. "House subcommittee approves Perkins' JTPA reform bill."

Contact: AVA, 1410 King Street, Alexandria, VA 22314. Phone: (703)683-3111.

Vocational Training News. Vol. 22, No. 28. Alexandria, VA: Capitol Publications Inc., 11 July 1991. "The Independent Weekly Report on Employment, Training & Vocational Education."

Contact: Capitol Publications, Document Retrieval Service, P.O. Box 1453, Alexandria, VA 22313-2053. Phone: (800)847-7772.

Workforce Development Strategies, the National Network for Educations, Training & Economic Development Vol. 2, No. 12, May 1991; Vol. 3, No. 2, July 1991. Los Altos, CA: Worknowledge, Inc.

Contact: Worknowledge, Inc., 1220 Montclaire Way, Los Altos, CA 94024. Phone: (415)965-9428.

Workplace Literacy Report - Focusing on a More Literate Work Force for 2000 and Beyond! Trenton, NJ: Educational Technologies Inc., Spring, 1991, Summer 1991, Winter 1991.

Contact: Work Place Literacy Report, 1007 Whitehead Road Ext., Trenton, NJ 08638. FAX: (609)882-6616

Workplace Readiness: Education for Employment. Progress Report Number 9. Bloomington, IN: Agency for Instructional Technology, June 18, 1991.

Contact: AIT, Box A, Bloomington, IN 47402-0120. Phone: (800)457-4509. FAX: (812)333-4218.

ORGANIZATIONS/ASSOCIATIONS

Adult Literacy Network, (ALN) located in Colorado Springs, is the only non-tax supported organization working cooperatively with other adult education programs. ALN is composed of five completely volunteer programs whose tutors are certified paraprofessionals or professional educators.

Contact: ALN
332 N. Willamette, Colorado Springs, CO
80903. 719-473-1160.

CACE/CACAE Adult and Community Education. 1992 Conference - October 1-2 at the Embassy Suites Hotel, Colorado Springs, CO.

Contact: CACE/CACAE Conference Committee. c/o Dr. Sylvia Wedmore, Regis University, 50th Ave. and Lowell Blvd., Denver, CO 80221.

Center for Working Life. *Worklife Education Resource Center.* Oakland: Lincoln Cushing graphic, and Inkworks. Brochure with information and services for work-based education programs. The center was established in 1990 to address needs of working adults. "WERC serves unions, small businesses, community colleges and joint labor-management programs to create work-based education programs that really work. (Resource Library, Program Training, Database & Networking, Technical Assistance). WERC publishes a quarterly newsletter, "Working Life News."

Contact: Worklife Education Resource Center, 600 Grand Ave., Suite 305, Oakland, CA 94610. Phone: (510)893-7343; FAX: (510)893-0943.

Colorado Association for Continuing Adult Education. An invitation of membership. "Purpose: The Colorado Association for Continuing Adult Education (CACAE) welcomes persons and organizations engaged and interested in adult education, and give leadership to the development of educational opportunities for adults in Colorado."

Front Range Literacy Action. is an independent, non-profit corporation serving the western Denver metropolitan area.

Contact: Red Rocks Community College, Learning Development Center, 13300 W. 6th Ave. Lakewood, CO 80401-5398. Phone: 303-988-6160, ext. 342.

VIDEO COURSES

5 Outstanding Video Courses - Psychology. Columbia, SC: S.C. ETV.

Contact: S.C. ETV Marketing, Drawer L, 2712 Millwood Ave., Columbia, SC 29250-2712. Phone: (800)553-7752.

15 Videos on History & Social Studies. Columbia, SC: South Carolina ETV Network.

Contact: S.C. ETV Marketing, Drawer L, 2712 Millwood Avenue, Columbia, SC 29250-2712. Phone: (800)553-7752. FAX: (803)737-3435. Free video catalog.

Coast Telecourses. Fountain Valley, CA: Coastline Community College. Offers video based college credit courses.

Contact: Coastline Community College, 11460 Warner Ave., Fountain Valley, CA 92708-2597. Phone: (714)241-6109. FAX: (714)241-6248.

Dallas Telecourses. Dallas, TX: Dallas Telecourses. Courses: Business, History, Social Sciences, English, Arts & Humanities, Health and Science.

Contact: Dallas Telecourses, 9596 Walnut Street, Dallas, TX 75243-2112. Phone: (214)952-0333. FAX: (214)952-0FAX.

The Effective Teacher. Columbia, SC: S.C. ETV. The innovative multimedia series on teaching and learning.

Contact: S.C. ETV Marketing, Drawer L, 2712 Millwood Ave., Columbia, SC 29250. Phone: (800)553-7752.

KET's Basic Skills Videotape Series. Lexington, KY: The Kentucky Network, Enterprise Division.

Contact: KET, Enterprise Division, Suite 213, 2230 Richmond Road, Lexington, KY 40502-1311. Phone: (800)354-9067. FAX: (606)266-3562.

Learning for Living - Video/Print Training Series on Adult Literacy. Columbia, SC: S.C. ETV.

Contact: S.C. ETV Marketing, Drawer L, 2712 Millwood Avenue, Columbia, SC 29250-2712. Phone: (800)553-7752.

Local Heroes, Global Change. Columbia, S.C.: South Carolina ETV. Four videos with some answers for worldwide economic change.

Contact: S.C. ETV Marketing, P.O. Drawer L, Columbia, SC 29250-2712. Phone: (800)553-7752. FAX: (803)737-3435.

Miami-Dade Community College Educational Programs. Miami, FL: Miami-Dade Community College.

Contact: Miami-Dade Community College, 11011 SW 104th St., Miami, FL 33176. Phone: (305)347-2158.

Something Ventured. Cypress, CA: Southern California Consortium.

Contact: Southern California Consortium, 5400 Orange Avenue, Suite 215, Cypress, CA 90630. Phone: (714)828-5770. FAX: (714)828-0164.

Telecourses and Video Resources. Columbia, S.C.: S.C. ETV.

Contact: S.C. ETV Marketing, Drawer L,
2712 Millwood Ave., Columbia, SC 29250.
Phone: (800)553-7752. FAX: (803)737-3435.

Videos for Learning. Columbia, SC: South Carolina ETV. Programs, Series and Companion Materials for Grades K-12. Contact: S.C. ETV, Drawer L, Columbia, SC 29250-2712. Phone: (800)553-7752. FAX: (803)737-3435.

Colorado
Community College &
Occupational Education System

National Workplace Literacy Program

DRAFT

PUBLIC INFORMATION GUIDEBOOK

Colorado Springs:
Pikes Peak Community College
Digital Equipment Corporation
Hewlett Packard
Colorado Community College & Occupational Education System

Colorado Springs Office:
One Commerce Center Bld., Suite 103
7222 Commerce Center Drive
Colorado Springs, CO 80919
(719) 593-2717
FAX: (719) 593-2709

Denver Office:
1391 North Speer Blvd.
Suite 600
Denver, CO 80204-2554
(303) 620-4000
FAX: (303) 825-4295

OPPORTUNITIES FOR COLORADO

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  U.S. Department of Education Guideline

***Multi-page Document**

"These are the first few pages of the guide. The full guide is available from CCCOES-National Workplace Literacy Program"

Purpose

This information package is a collection of information concerning the 1991-92 "Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement."

It's intended use is to guide partner public information responses on the project or overall state program. It is NOT to be used as a handout.

Program Overview

The goals and processes established for the Workplace Learning Program are included in the program presentation which follows in this section.

Included are several information sheets which included cited quotes on learning needs or literacy which provide additional background information.

Discussion Chart for Public Relations and Communication on Workplace Learning Program: Colorado Springs--Pikes Peak Community College, Digital Equipment Corporation, and Hewlett Packard

	expectations	needs	limitations	opportunities
U.S. Department of Education	reporting	learning from projects	mention grant source & matching funds & partnership	government / education / business partnership
CCCOES/ State of Colorado	grant announced	not p.r., but public information		positive partnership story
City of Colorado Springs				partnership story
Digital Equipment Corporation	impersonal, generic information	keep it impersonal & protect company and privacy	privacy of company and individual employees; proprietary information	company works on solution to problem
Hewlett Packard	impersonal, generic information	keep it impersonal & protect company and privacy	privacy of company and individual employees; proprietary information	company works on solution to problem
Pikes Peak Community College		mission of community college & Commerce Ct. emphasized	one of many programs working with business and industry	important part of solution for the community and businesses
Employee / Participant	privacy	privacy; permission needed	often does not want anyone to know involved in such a program	focus of a good story with a good outcome
Media				positive human interest story?

September, 1991

PAID ADVERTISEMENT

Workplace Learning Program Nearing Completion at Commerce Center ☐

Federal grant dollars used to benefit Digital and Hewlett-Packard

Through the Colorado Community College and Occupational Educational System (CCCOES), Pikes Peak Community College received a U.S. Department of Education workplace learning grant to provide employees of Digital and Hewlett-Packard with basic workplace learning skills.

According to Maryann Billington, CCCOES program director, the project, which will be completed September 30, 1992, "Skills for Productivity and Career Enhancement," has developed a model and created ways to teach the universal job skills required of these workplaces. These job skills include team development, communication skills, problem solving, reading, writing and calculation. Classes were offered at Commerce Center, the Corporate Education and Training Center for Pikes Peak Community College as well as on-site at the companies. "We are very fortunate to have worked with the College on this venture," said Billington. "They have been offering customized programs and training for business and industry for years and their faculty is highly skilled and knowledgeable in all areas of workforce development."

Digital and Hewlett-Packard employees learn universal job skills at Commerce Center.

The Program has been very successful according to Billington. Hewlett-Packard and Digital employees took classes at Commerce Center with 9,759 contact hours of instruction delivered. "We were only funded for 200 students," said Billington, "but due to the efficiency and hard work of the PPCC faculty and other staff, we were able to serve 375."

Director of Industry and Economic Development Services at Commerce Center, Patricia Traynor, believes workplace learning partnerships are just the beginning of a growing trend. "I am confident we will see more requests for programs offering this type of training, and colleges need to be prepared to respond," said Traynor. "With this type of partnership we can help workers at Digital and Hewlett-Packard expand their skill base and gain more knowledge enabling them to excel in the workplace." Leta Levitt, Digital project coordinator, feels the project will raise both self esteem and self confidence in their students. "They will definitely become more valuable employees to us as we move into the 1990's," said Levitt. "Their higher skill level will help Digital to become much more competitive in the future."

As a result of the workplace learning grant received by Pikes Peak Community College, both companies will be able to meet the challenge set forth in the Colorado 2000 First Year Action Plan. This plan, issued through Governor Roy Romer's Office in September of last year, lists Goal Five as set forth by President Bush in the publication America 2000: An Education Strategy Sourcebook: "Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citisenship."

For the people of Colorado, this means that all adults in our State will be able to achieve their full potential in society. To do this, all workers must have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets. Because of the U.S. Department of Education's workplace learning grant to the College, the workers at Digital and Hewlett-Packard will have this opportunity. Both companies are exploring ways to provide universal job skills to workers in their organization who do not fall within the target population of the grant. Other companies in the community are also recognizing the need to develop universal job skills in employees and are exploring ways to implement this type of training in their own organizations.

Response to PPCC offerings has been excellent at both companies. According to Debbie Grandia, project leader for Pikes Peak Community College, training was being customized for the companies, the employees, and teams within the companies. "What makes this project unique," said Grandia, "is that the businesses, PPCC, and Commerce Center are all cooperating to offer a truly individualized program to meet the training need of each company."

Program results will be presented at the U.S. Department of Education in Washington, D.C. on September 9-11. There will also be a Workplace Learning Showcase held on September 22 at the Holiday Inn Southeast in Aurora. The "showcase" will present workplace learning and literacy programs, resources and issues. For registration information for the showcase, call Sherry Herman at 593-2707.

Pikes Peak Community College faculty members involved with the implementation of the grant include Susan Atchison-Day, Ray Barrows, Tom Blagg, Art Boisselle, Christine Getz, Debbie Grandia, Sandra Miller, Barbara Moore, Shirley Stewart and Andrea Lester.

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Learning opportunities abound for local adults

The Pikes Peak region offers a variety of literacy classes.

PIKES PEAK COMMUNITY COLLEGE DEVELOPMENTAL STUDIES

Location: 5675 S. Academy

Programs: English, math, reading, writing, study skills and English as a second language, supported with a tutoring lab; for adults.

Fees: Average $150 for in-state residents, $400-$600 for non-residents.

Phone: 540-7339.

COLORADO SPRINGS SCHOOL DISTRICT 11

Location: Several D-11 schools.

Programs: Family education, basic literacy, General Equivalency Degree (GED) preparation and English as a second language programs; for ages 16 and above.

Fees: Some classes free, others with fees up to $75.

Phone: 630-0172.

FORT CARSON COMMUNITY CENTER

Location: Building 1526.

Programs: Citizenship preparation and English as a second language for soldiers and their families.

Fees: Free (books cost $12-18).

Phone: 579-4590.

ON TV

Tonight: The Learning Channel. "To Read," a one-hour special on literacy in America. 6 p.m., 8 p.m., 10 p.m.

Every Sunday: The Learning Channel. "Learn to Read," a half-hour series that teaches you to read in the privacy of your home. 7:30 a.m.

(The Learning Channel is available through Colorado Springs Cablevision on Channel 31.)

HARRISON ADULT LITERACY

Location: 3333 W. Oak Creek Drive.

Programs: Basic literacy.

Fees: Free.

Phone: 579-9790.

PIKES PEAK LIBRARY DISTRICT

Location: Arranged in libraries, churches, community centers, schools, offices, etc.

Programs: Literacy and GED preparation at all levels, with a computer lab available; for adults.

Fees: Free.

Phone: 531-6333, Ext. 2370.

LUTHERAN FAMILY SERVICES

REFUGEE PROGRAM

Location: First Lutheran Church, 1515 N. Cascade Ave.

Programs: English as a second language, job-training; for refugees.

Fees: Based on income for English program; free for job training.

Phone: 632-8836.

GOODWILL COMMUNITY SERVICES

Location: 17 N. Spruce St. Sponsored by Colorado Department of Social Services, Goodwill Industries, Employment First and JOBS.

Programs: GED preparation and testing for recipients of food-stamp and AFDC, and those enrolled in JOBS or Employment First.

Fees: Free.

Phone: 634-2242.

BROADMOOR HOTEL

Location: 1 Lake Ave.

Programs: English as a second language; for employees.

Fees: Free.

Phone: 634-7711 ext. 5570.

ADULT LEARNING OPPORTUNITY AT BENET HILL CENTER

Location: 2577 N. Chelton Road.

Programs: One-on-one instruction in basic reading, writing and math, GED preparation and English as a second language; for immigrants, refugees and those referred by other agencies.

Fees: Negotiable.

Phone: 473-6184.

TELLER COUNTY LITERACY VOLUNTEERS

Location: 821 Lafayette Ave., Woodland Park.

Programs: GED preparation and private tutoring for Teller County residents 18 and older.

Fees: Free.

Phone: 687-3900.

ADULT LITERACY NETWORK

Location: In homes, schools, community centers, libraries, etc.

Programs: English as a second language, math, reading, spelling and GED preparation; for adults.

Fees: Free.

Phone: 637-3640.

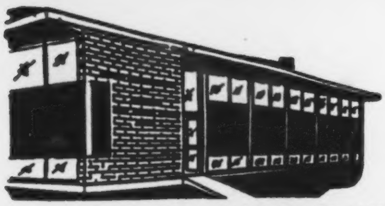
FOUNTAIN VALLEY LITERACY

Location: In homes, schools, community centers, libraries, etc.

Programs: English as a second language, and basic literacy; for Fountain, Widefield and Security residents.

Fees: Free (except for books.)

Phone: 392-2445.



LOCAL 2102 NEWSLETTER

UNITED STEELWORKERS OF AMERICA

October *In Order to Make Democracy Work, You Must Work at Democracy* 1991

CAREER CENTER BENEFITS MANY MEMBERS

In June, 1991, the Minnequa Career Center at CF&I was established to encourage employees to upgrade their educational skills in reading, writing, math, and language. The classes for these subjects began in July with many of our members enrolling to attend, and for which there is no charge. They are absolutely free!

Alfredo Alvarado teaches in Computer class

On October 5, 1991, two classes for Introduction to Computers were started at the new administration building at Pueblo Community College and will be held on Saturdays. The first class is from 8:30 a.m. to 12:00 noon and the second class is from 1:00 p.m. to 4:30 p.m. These classes are filling very quickly.

Eleanor J. Smith, Director

Ron Martinez, Math Instructor

There will be an Open House for the Minnequa Learning Center on October 22, 1991, from 12:00 to 6:00 p.m. at 1540 East Abriendo. The center and the open house is sponsored by Pueblo Community College, CF&I, the Latino Chamber of Commerce, and US West.

The name of this program is the "Colorado Workplace Learning Initiative" and is a partnership project between CF&I, U.S. West, Latino Chamber of Commerce and Pueblo Community College. It is funded by a federal grant for workplace learning by Colorado Community Colleges and Occupational Services (CCCOES) given to the Outreach Studies Division at Pueblo Community College.

The grant is intended to specifically serve employees of CF&I Steel Corp, U.S. West Communications and business members of the Latino Chamber of Commerce and it focuses on employee skills, productivity, and career enhancement.

The future goals at the Career Center are to add more classes, including computer classes, recruit and serve more employees, and to create a lending library at the center. As future classes are formulated, you will continue to receive announcements.

Career Center students listen in Math class.

Brothers and Sisters, this is our opportunity to upgrade our educational skills and to get started in computer education. Please consider! Remember, learning is for everyone.

For further information, please call Eleanor Smith at 561-6205 or 489-3344.

HAVE A SAFE HALLOWEEN!

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Other National Resources

American Association for Adult and Continuing Education
2101 Wilson Blvd., Suite 925
Arlington, Va. 22201
Phone: (703) 522-2234

American Library Association
50 E. Huron
Chicago, Ill. 60611
Phone: (800) 545-2433

Clearinghouse on Adult Literacy and Learning
Division of Adult Education and Literacy
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202-7240
Phone: (202) 205-9996

General Federation of Women's Clubs
1734 N St., NW
Washington, D.C. 20036-2990
Phone: (202) 347-3168

International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, Del. 19714-8139
Phone: (800) 336-READ, Ext. 215

Laubach Literacy Action
1320 Jamesville Ave., Box 131
Syracuse, N.Y. 13210
Phone: (315) 422-9121

Literacy Volunteers of America Inc.
5795 Widewaters Parkway
Syracuse, N.Y. 13214
Phone: (315) 445-8000

National Center for Family Literacy
401 S. 4th Ave., Suite 610
Louisville, Ky. 40202
Phone: (502) 584-1133

National Institute for Literacy
800 Connecticut Ave., Suite 200
Washington, D.C. 20202-7560
Phone: (202) 632-1500

FOR AND ABOUT THE PEOPLE OF AT&T

SEPTEMBER 1992

FOCUS

VALUES

'A POWERFUL IDEA...TRYING TO GET OUT'

VHEN BARBARA TEACHES, STUDENTS LEARN

an you imagine a middle-
aged high school graduate
who is unaware that there
6 letters in the alphabet? Or
who doesn't know that there are
onths in the year? **Barbara**
es can. The Information Man-
nent Services associate manag-
a tutor for the Literacy Volun-
of New Jersey, and is this
's recipient of the group's Basic
ling Tutor of the Year Award.

Barbara happened on the pro-
a little over two years ago.
"I saw an ad in the paper for
nteers and I stared at it for
t a month before I actually
d the number."

After 15 hours of training she
ed tutoring reading and basic
. Barbara's now on her second
ent, a 40-year-old man who came
e program out of a desire to be
to help his children with their
ework. She and her student
together as two very dedicated
enthusiastic team partners.

"I can hear the enthusiasm in
oice when he learns a new
l and I tell him 'this word is
s forever.'"

Barbara earned the award for
reative teaching methods. She
flashcards, puzzles, fill-in-the-
k exercises, newspaper clip-
s, recipes, and anything else
feels will help her student. But
t of all, she doesn't get frustrat-

"I'm very patient. If a student
ts to learn, I can think of seven
rent ways to teach them. If I had

Barbara is patient when reviewing lessons with her students, whom she considers partners.

it to do all over again, I would definitely be a teacher," says Barbara. Even though she never attended college, she recognized her ability to teach years ago while giving organ lessons.

Barbara says the best part about teaching is watching students learn. "It's an immediate feedback thing. From week to week you see the progress and it makes you feel good," she says. "It's fascinating to watch. I don't have children but I can imagine it's a similar experience."

Barbara's always urging others to get involved in the program. She finds tutoring gratifying; at the same time, she's giving of herself. And she loves it.

"If anyone is looking for a sense of accomplishment along with the feeling that they are really needed, Literacy Volunteers tutoring will provide a weekly dose of both."

—Eric J. Philips

THE WINNERS ARE

Rita **DeMartino**, AT&T director of Government Affairs in Washington D.C., was recently selected by President Bush to be a member of the Board of Governors of the United Services Organization for the next three years.

The Denver Works Enhanced Training Opportunities Program (ETOP) recently received an award from the U.S. Department of Labor for its achievements in improving workplace literacy and learning among Denver Works associates. The award was given during the third annual Rocky Mountain Literacy Conference in Denver. The center is equipped with a library, audio-visual area, counseling offices, and other career-development resources. Accepting the award on behalf of the center were coordinators **Kathleen Gadd** and **Anita DeMarco**.

At the 29th annual exhibition of the Art Director's Club of New Jersey, three AT&T managers won awards. **Sharon Love**, marketing communications manager for Business Communication Systems, won three bronze medals and three certificates of excellence. **Andy Hertzberg** and **Hal Martin**, both advertising managers for BC Systems, walked away with a bronze medal and a certificate of excellence respectively. Sharon received awards for her brochures on AT&T *Definity*. Andy was awarded for his 800 Service brochure, and Hal won for his brochure on direct marketing.

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CORPORATE
REPORT

★ ★ ★ ★ ★ America's Corporate Publication ★ ★ ★ ★ ★

Volume 3 Number 7 Serving Southern Colorado July 1992

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[illegible]
President
[illegible]

Adult Literacy Resources

By Anne Brown
Staff Writer

Throughout most of American history a lack of basic skills in reading, writing and math did not preclude success. A high school dropout could master the skills of a good job, could buy a house, raise a family, save for retirement.

Today, literacy is no longer optional in pursuing the American dream. It has become essential. And more and more Americans are losing out as job skills become increasingly varied and complex.

Four hundred thousand Coloradans are in need of basic skills. Half of them are illiterate; half have marginal skills and are unable to do the basics, like add a column of numbers or read instructions on a label.

Adult literacy is an increasing priority for employers and for society. In an Open Forum the American Society for Training and Development (ASTD) addressed "Literacy in Colorado Springs — The Problem and the Resources."

Don Dirnberger, technical trainer with Current, Inc. and commissioner, Adult Literacy Commission, State Board of Education

Barbara Martin, employed by Hewlett-Packard and president of ASTD, explained that 20 to 25 years ago employees were hired for their assembly skills, not their reading ability. "Consequently, some of our electronics assembly persons do not have the ability to read."

This was not a problem at the time. It is today. Today's worker no longer repeats the same task over and over again, said Martin. He/she must undergo training in a number of processes, must understand if a step is done properly, must be able to switch to a different task. Illiteracy can be a brick wall for the individual, the company and society.

Statistics compiled by the Colorado Department of Education assess the

See Literacy...page A11

Literacy...from page 1

cost of illiteracy. The Department shows that eliminating illiteracy in rural Colorado could: increase per capita income by $500 annually; raise 20,000 people above the poverty level; and save $9.3 million in public welfare spending each year.

Thomas Crawford of School District 20 accepts check from Justin Morrill of HP for $30,000 to help develop a hands-on science curriculum.

In the urban areas of Colorado the elimination of illiteracy could: increase per capita income by $2,000 annually; make 90,000 people employable and raise 35,000 people above the poverty level; decrease welfare costs by $96.5 million and increase tax revenues by $54.8 million; and decrease the rate of serious crime by 10 percent.

There are many groups working on the problem of illiteracy. A few of them include:

- The American Society for Training and Development provides information, training materials and net-

charge of all levels of workplace training.

- The National Workplace Literacy Program, funded through the U.S. Department of Education, businesses and colleges, has five community colleges and 13 businesses working together in Colorado to turn resources into action plans.
- The Corporate Literacy Network, representing 32 major Colorado corporations, is compiling information for public use at a nominal fee.
- The Adult Literacy Network, a non-profit organization, tutors students one-on-one in literacy skills up to the GED level.
- The Right-to-Read Program, offered free of charge through the Pikes Peak Library District, offers help to adults who want to learn to read or improve their reading skills. Trained volunteer tutors work one-on-one with people over the age of 18 in basic reading skills to GED preparation.

From left to right: Sharon Stone, Jean Maio, Sue Gubser and Maryann Billington

- This year 120 volunteers put in more than 5,000 hours to assist the staff in School District Eleven's Adult Continuing Education Program.

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Colorado Community College System Awarded Workplace Literacy Grant

The Colorado Community College and Occupational Education System has received a $620,000 grant from the U.S. Department of Education to establish a statewide project designed to aid companies to increase their productivity and competitiveness by providing workers with basic workplace literacy skills.

The grant, part of the DOE's National Workplace Literacy Program, will fund five demonstration sites in Aurora, Colorado Springs, Denver, and Pueblo. The project encompasses both large and small employers.

"Working with large and small companies, we'll be able to find their common needs and address them," explained Clay Whitlow, System vice president for educational service.

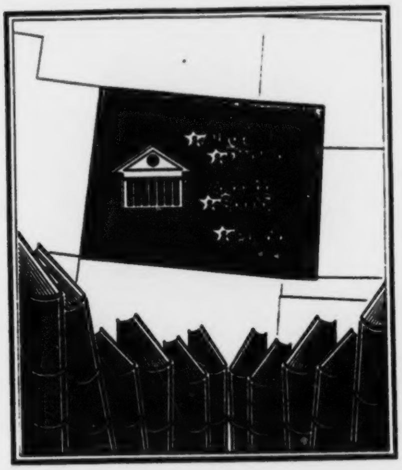
"Historically we've worked with Colorado business and industry helping design and tailor training programs for their individual needs. This grant is another facet of that process," he added.

While each program will impact its community, the information gathered through the consortium of schools will have statewide and national implications, according to Cecilia Cervantes, director of continuing education at the Community College of Denver, which is working with U S West Communications.

"The information we gather [through the consortium] will tell us what kinds of impacts we can have statewide and nationally," Cervantes explained.

Each targeted business will be audited to determine its literacy needs and individualized educational plans will be developed for each participating employee.

While Denver is working with U S West Communications, the Community College of Aurora is partnered with Micro Tech Telecommunication. Stanley Aviation Corp., Sky Chefs, New Life Fitness Center, Commerce Bank of Aurora, and General Motors Parts Distribution Center. Pikes Peak Community College is teamed with Hewlett-Packard and Digital Equipment Corp. Community College of Denver Technical Center is working with AT&T. Pueblo Community College is working with CF&I, U S West's Pueblo facility, and the Latino Chamber of Commerce, through which smaller companies will be identified.



Arapahoe Community College received a separate National Workplace Literacy grant of over $200,000.

The System is establishing a Workplace Literacy Advisory Council comprised of representatives from business, community colleges, the System office, the Governor's Job Training Office, and the Colorado Department of Education.

The System is the largest and fastest growing higher education system in the state, encompassing 11 state system community colleges, four district community colleges, seven post-secondary vocational schools, and secondary vocational education programs in over 150 school districts. ■

PROGRAM

WORKPLACE LEARNING *SHOWCASE*

organized by Colorado's 1991 U.S. Dept. of Education
Workplace Learning Grant Partners

Tuesday, September 22, 1992

8:00 a.m. - 8:30 a.m. Registration/Continental Breakfast - Lobby

8:30 a.m. - 9:00 a.m. Opening Session - Arapahoe

Welcome - *Mr. Clay Whitlow, Colorado Community College and Occupational Education System (CCCOES)*

Introduction of Guest Speaker - Mr. Al Gurule, Pueblo Community Corrections

"Striving for Success: A Personal Story"
Dr. Maria Guajardo - Executive Director of Latin American Research and Service Agency (LARASA)

9:00 a.m. - 10:00 a.m. General Session - Arapahoe

Program Overview - *Ms. Maryann Billington, CCCOES*

Introduction of Guest Speaker, Ms. Anita DeMarco, Technical Education Center-Community College of Denver

"Jobs and Skills in Colorado: The Vital Link for Economic Development"
Mr. Bill Charland - Educational consultant, career counselor, and columnist for the *Rocky Mountain News*

10:00 a.m. - 11:45 a.m. Exhibit Hall/Table Topics - Douglas/Jefferson

Program/Vendor booths

Table Topics

Session 1: 10:00 a.m. - 10:45 a.m. - Stapleton

- Legal Issues Around Training
- Training Consortiums

Session 2: 11:00 a.m. - 11:45 a.m. - Centennial

- Employee Testimonials in Workplace Learning
- Self-Directed Work Teams

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12:00 p.m. - 1:00 p.m. Lunch - Arapahoe

Introduction of Guest Speaker: Mr. Jim Raughton, CCCOES

"TIDES of the '90s: Jobs, Growth & Change"
Mr. Phil Burgess - president of the Center for the New West and columnist for the Rocky Mountain News

Afternoon Overview - *Ms. Sally Robinson, Kodak Skills Enhancement Program, Kodak Colorado Division/Colorado State University*

1:00 p.m. - 2:45 p.m. Exhibit Hall/Table Topics - Douglas/Jefferson

Program/Vendor booths (continued)

Table Topics
Session 1: 1:00 p.m. - 1:45 p.m. - Stapleton
- **Stigmas of Workplace Learning Programs**
- **Training and Downsizing**

Session 2: 2:00 p.m. - 2:45 p.m. - Centennial
- **Business/Education Partnerships**
- **Ethnic/Gender Diversity Issues**

3:00 p.m. - 4:00 p.m. Reception - Arapahoe

Wrap-up - *Ms. Jean E. Anderson, Project Director, Workplace Education Program/Arapahoe Community College*

Social Action Theater - *Ms. Diane Bates, Colorado Department of Education*

Social Time

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TABLE TOPICS

Table Topics - Discussion Groups
1992 Workplace Learning Showcase

◆

Each of the following topics will be explored through discussion among attendees. A topic expert will facilitate discussion or provide information on the topic. In some cases, participants reflecting different perspectives on the designated topics have been asked to prepare to share their experiences with group before open discussion begins.

Please plan to participate! Your valuable questions, comments, and insights will enrich these discussions. Facilitators will summarize each discussion in order to capture ideas and issues.

	facilitator	**location**
Session 1 - 10:00 - 10:45 a.m.		
Training Consortiums	***Chris Kneeland***	***Stapleton***
Legal Issues around Training	***Walter V. Siebert, Esq.***	***Centennial***
Session 2 - 11:00 - 11:45 a.m.		
Self- Directed Work Teams	***Debbie Grandia***	***Stapleton***
Employee Learning Experiences	***Sally Robinson***	***Centennial***
Session 1 - 1:00 - 1:45 p.m.		
Stigmas of Workplace Learning	***Cathy VerStraeten***	***Stapleton***
Training and Downsizing	***Malcolm Shaw***	***Centennial***
Session 2 - 2:00 - 2:45 p.m.		
Diversity / Gender Issues	***Dr. Smiley-Marquez***	***Stapleton***
Business & Education Partnerships	***Mary Lou Nugent***	***Centennial***

PROJECTS

1991-92 National Workplace Learning Grant Projects

(Visit booths on each project for further information!)

Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement
Colorado Community College and Occupational Education System

This program includes five projects statewide involving partnerships between a community college and one or more businesses, and has been funded by the U. S. Department of Education for $620,060, with matching funds of over $300,000. Over 1,300 workers statewide were served by the project partnerships.

The purpose of this initiative is to develop and implement education and training which will improve the productivity of the workforce through basic skills training in the workplace. Development and delivery of quality, creative, and productive training programs were conducted through education partnerships to help adult workers broaden their knowledge and skill base so they can perform and excel as a workforce. Education and training activities based upon expectations and measurable outcomes by all partners were undertaken, including assessment and individual education planning. Since these were demonstration projects, continuation plans have been established for four project sites to address ongoing workplace learning needs. The five projects are:

Community College of Aurora & (smaller businesses) General Motors Parts, Stanley Aviation, Sky Chefs Flight Kitchen, Commerce Bank, New Life Fitness, and XEL Communications

> Through site advisory committees offered a series of basic skills courses geared towards the needs of small businesses. Most courses were on-site, varied and flexible modules ranging from math, computer literacy, and communications to ESL and Spanish courses.

Community College of Denver & U.S. West Communications

> Targeted needs of operators, focusing on basic soft skills which would enhance their career paths. Communications, problem-solving and computer literacy were included.

Community College of Denver-Technical Education Center & AT&T / IBEW

> Worked in conjunction with the Enhanced Training Opportunities Program (ETOP--a unique partnership between the company and union) to offer basic skills training which would enhance employment prospects. Reading, writing, math, GED preparation, and ESL programs were offered.

Pueblo Community College & CF&I Steel, U.S. West Communications, and Latino Chamber of Commerce

> Held in a common learning center on site at CF&I and open to all partners, programs needs were guided by an advisory group and included GED preparation, ESL, reading, communication, math, writing, and geography.

Pikes Peak Community College & Digital Equipment Corporation and Hewlett Packard

> Advisory committees directed the two programs to focus on job-specific basic skills for current and future job requirements and career development. Included interpersonal communications, team skills, reading, math, and career planning.

Contact Clay Whitlow, CCCOES, for further information at 303-620-4000.

Over for Additional Project Descriptions

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1991-92 National Workplace Learning Grant Projects

(Visit booths on each project for further information!)

Workplace Education Program
Arapahoe Community College

The Workplace Education Program at Arapahoe Community College is funded by a $266,000 grant from the National Workplace Literacy Program of the U.S. Department of Education. The program began in May, 1992, and will continue through November, 1992.

The purpose of the project has been to work in partnership with four manufacturing companies in south metropolitan Denver to provide training for over 200 workers. The companies are:

Marquest Medical Products
Metrum Information Storage
Norgren
Wilkerson Corporation

The curriculum includes math, reading and language, communication, teamwork, problem solving, learning to learn and critical thinking. Students learn in 10-week classes and on personal computers. For further information, please contact: Jean Anderson, Mark Sullivan, or Jennifer Burkhart at 303-797-5941.

Kodak Skills Enhancement Program
Colorado State University and Kodak

Hewlett Packard Fort Collins Strategic Workplace Skills Program

These workplace skills programs, delivered by *Kneeland, Robinson & VerStraeten, Associates, Workplace Skills Consultants*, used unique functional skills assessment process to identify basic skills needs and deliver programs..

Contact Chris Kneeland, 303-221-2950 for further information.

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SHOWCASE BIOS. . .

Jean E. Anderson, Project Director, Workplace Education Program, Arapahoe Community College has been involved in adult education in Colorado since 1975. She has served as program administrator for adult basic education, consultant and teacher trainer for the Colorado Department of Education, and executive director for a non-profit organization. She is past-president of CACAE, the State Adult Education Association. For the past year, she has worked in workplace education in partnership with four local manufacturing companies.

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Maryann G. Billington. As Director for the National Workplace Learning Program, Maryann works for the Colorado Community College and Occupational Education System to manage projects involving 13 businesses and 5 colleges.

Maryann was previously Manager of Education and Training for Digital Equipment Corporation, as well as, Associate Dean and Director of the Graduate School of Business, Northeastern University, Boston, Massachusetts where she developed and delivered international business education programs worldwide. She is Chairperson of the Colorado Alliance of Business in Colorado Springs and serves on the Chamber of Commerce K-12 Task Force, the District 20 Colorado 2000 Task Force, and a school Advisory Council. She has also worked with the Alliance for Workforce Development and the Corporate Literacy Network. She has facilitated for the CommUNITY Congress and led a Pikes Peak area "back to school" business/educator conference, as well as authored its PROCEEDINGS.

Ms. Billington has authored numerous publications and presents to organizations on topics including marketing, dual career planning, women in the workforce, corporate education and training, workforce literacy and learning, and adult education. She has been a lecturer and has also held advisory and director's positions on several boards.

An M.B.A. from Northeastern University, A.B. in Economics and Political Science form Boston College, and a Certificate from the London School of Economics contribute to Ms. Billington's education foundation. She has also studied at universities in Germany, France, and the Soviet Union.

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Philip M. Burgess, President and CEO of the Center for the New West, is a loaned executive from U SWEST, Inc., where he is executive director and special assistant to the chairman. For 19 years he was a faculty member at the Ohio State University, the University of Colorado and the Colorado School of Mines, where he taught public policy, management and resource economics. Mr. Burgess has served as president of the Western Governors' Policy Office (WESTPO) and two terms as a Colorado commissioner on the Western Interstate Commission for Higher Education (WICHE). In 1985-86 he was executive director of the National Policy Commission of the Democratic Party. Mr. Burgess is s frequent guest on radio and TV programs on issues of business and politics, writes a weekly column that is distributed nationally by Scripps Howard News Service and provides a weekly commentery on Business Radio Network. A former Fulbright Scholar, Mr. Burgess received his undergraduate degree from Knox College and his Ph.D. from the American University.

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William Charland is an educational consultant and career counselor. He is the author of three books, including "The Heart of the Global Village: Technology and the New Millennium" and "Life Work: Meaningful Employment in an Age of Limits, " and writes a weekly column on career issues for the Rocky Mountain News. He has worked as a career and educational consultant to such organizations as Mile High United Way, USWEST, and ATT. Bill is a Senior Fellow for Education and Economic Development with the Center for the New West. Mr. Charland was founding director of the University of Denver Professional Career Development program, the Chicago State University Without Walls program and Project Transition at Loretto Heights College in Denver. As a career counselor he has worked with over 1,000 adults and advised a variety of public and private sector organizations, such as the American Public Health Association and AT&T. Mr. Charland earned an undergraduate degree in English from Yankton College in South Dakota, a graduate degree in education from Yale University and a doctorate in counseling from the Chicago Theological Seminary.

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Kathleen Gadd. With a Masters in Higher Education Administration from Colorado State University, Kathleen has worked in various student services and marketing positions at several universities. Now working for Regis University in their Corporate Educational Partnership Program, Kathleen directs the Enhanced Learning Center on site at the AT&T Denver Works location.

As part of the Enhanced Training Opportunities Program (ETOP), a joint union/management program within AT&T, the Center, under Kathleen's direction, offers a full range of on-site classes and workshops, as well as individual career counseling and academic advising services. The Center was recognized this year by the Department of Labor and Rocky Mountain SER with an Outstanding Workplace Literacy Program award.

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Deborah Grandia, CCCOES, serves as Pikes Peak Community College's project leader for the National Workplace Learning Grant. Ms. Grandia has been involved in workplace learning since 1985, and has taught adults in a variety of learning situations. She has had prior workplace learning experience as an instructor for the United States Air Force's Individualized Educational Assistance (IDEA) Program at both Maxwell Air Force Base and Gunter Air Force Station. At Davis Monthan Air Force Base Ms. Grandia was responsible for instituting a learning lab to increase the retention rates of Air Force personnel taking developmental studies classes from Pima Community College. Ms. Grandia has M.Ed. degrees in reading and institutions of higher education from the University of Northern Colorado and University of Texas at San Antonio.

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Dr. Maria Guajardo is the Executive Director of the Latin American Research and Service Agency (LARASA), a nonprofit agency with an operating budget of $300,000. She is a licensed clinical psychologist who, prior to coming to LARASA, was the Dropout Prevention Coordinator at the Colorado Department of Education. Her community service includes her position on the Board of Directors for the Mental Health Corporation of Denver, Mile Hi Girl Scouts Council, the Colorado Children's Campaign, and the Global Alliance for Transforming Education. She is also a member of two editorial boards, US/Mexico Binational Journal of Political, Economic and Cultural Issues, and Journal of Emotional and Behavioral Problems: Reclaiming Children and Youth.

Dr. Guajardo was selected for the prestigious Kellogg National Fellowship Program, 1990-1993, and is examining the role of children in designing world peace. She is an alumni of the National Hispana Leadership Institute. Expertise in the areas of dropout prevention, Hispanic issues and trends, and diversity trainings make her sought out as a speaker statewide and nationally. She graduated from Harvard University with honors and received her MA. and Ph.D. from the University of Denver.

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Al Gurule is the owner and CEO of Pueblo Community Corrections Services, Inc. Prior work includes assistant director and social worker at the Sacred Heart Home in Pueblo and consultant for American Rockwool, Inc. Al's efforts to obtain grant funds and provide consultation have benefitted many organizations, including Pueblo Neighborhood Centers, Spanish Peaks Mental Health Center, and the Senior Resource Development and Coordinating Agency.

Al is formerly a senior analyst with Abt Associates in Cambridge, Massachusetts. He has delivered numerous lectures on social, cultural, and economic aspects of Chicano in the Southwest at many colleges and universities. He has earned an Associates in Arts from Trinidad State Junior College, a BS in Psychology and Behavioral Science from Southern Colorado State College, a Master of Social Work from the University of Denver, and Post Graduate work at Brandeis University.

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Chris Kneeland has extensive experience in the field of Workplace Literacy. She has been a Project Director for one U.S. Department of Education Workplace Literacy Project Grant and is currently a member of the Project Staff on another. In addition, Chris has worked on a contract basis with Hewlett Packard, Motorola, Storage Tech and other manufacturing organizations to design and deliver workplace basic skills programs.

Chris has taught graduate seminars at Regis University on the topic of Workplace Basic Skills. She taught a graduate seminar on evaluating adult education programs, including workplace literacy programs. She has consulted with and trained for the Colorado Department of Education's Workplace Literacy

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initiative. Chris served on the Curriculum and Instruction Advisory Committee for the Colorado Workplace Literacy Initiative for CCCOES. Chris has made numerous national and local presentations on the topic of Workplace Literacy including, most recently, to the Rocky Mountain Quality Manufacturing Conference.

In addition to her experience in the field of workplace basic skills, Ms. Kneeland has designed and delivered training on adult education and human resource topics, such as conflict management and team building. She designed the Training Specialist Certificate Program at Colorado State University Division of Continuing Education and is an instructor in that program.

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Mary Lou Nugent is Director of Corporate Partnerships for Regis University. She has eleven years of experience in and five years in the corporate world. The last five years have been spent at Coors Brewing Company as Director of the Coors-Regis Partnership. The Regis Partnership Model has gained international attention as a unique example of the future for corporate-education relationships. Mary Lou is a certified MBTI trainer and has provided 'team building' and 'train-the-trainer' sessions for groups in management, production, education, finance, military, marketing, and communication.

Mary Lou's has a Master's Degree in Adult Education from the University of Illinois, and recently completed the Harvard Institute for the Management of Lifelong Education. She has just published "Critical Success Factors and Benefits of Corporate-Education Partnerships," in Industry and Higher Education.

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James L Raughton is Vice President for External Affairs at the Colorado Community College and Occupational Education System (CCCOES). He has served as Executive Director of CCCOES's non-profit corporation, The Education Foundation, and as a Campus Director of Front Range Community College. He has lead a variety of initiatives and grant efforts, including the Small Business Development Centers in Colorado.

Previous college roles include Director of Science and Technology, Director of Human Resources and Services, and environmental technology and urban planning instructor. His A.D. from the Community College of Denver, BA. and MA. degrees from University of Northern Colorado, and doctoral work in public administration at the University of Colorado at Denver, as well as many awards and honors he has received contribute to his experience.

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Sally Robinson has helped to implement two National Workplace Literacy Program projects in high tech manufacturing organizations. She was co-director of the Workplace Applications of Basic Skills granted project with Hewlett Packard, Fort Collins from 1990-91 and is currently on the Instructional Design and Delivery staff for the Kodak Skills Enhancement Program grant project (1991-92) at Kodak Colorado Division in Windsor, Colorado. Ms. Robinson has also contracted with numerous manufacturing organizations locally and nationally to design and deliver workplace basic skills assessment and training programs. She has worked to develop effective procedures for program implementation including establishing multi-level managerial support bases, performing organizational needs assessments, job task analyses and employee skill level evaluation, administering testing instruments, coordinating scheduling logistics, developing individualized education plans and performing program impact evaluation. Sally has a master's degree in Teaching English as a Second Language and fifteen years experience in delivering training to adults in a variety of contexts, including operator and supervisor level corporate training, adult educator training and certification programs, university graduate and undergraduate programs, private English as a Second Language schools, and adult basic education classrooms.

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Malcolm Shaw is the Curriculum Development Specialist/Instructor for CCA/CCD. Mr. Shaw worked with the Workplace Grant Project at both community colleges. He is a seasoned franchising professional, with fifteen years of sales and managerial experience in the computer industry, followed by multi-faceted personal development through ownership, sales and support functions in major international franchises. Management achievements have encompassed technical, sales, project-management and educational advances, with top-level contact in governments and major corporations, in a variety of languages, at home and overseas. He has worked for the International Franchise Partners Ltd., Mail Boxes Etc., Kwik-Kopy Printing, Sydney Dataproducts, Inc., in the United States as well as IBM Corporation, Textilana S.A., and General Telephone and Electronics in Venezuela.

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The Social Action Theatre for Adult Literacy began in Colorado in 1987. The Colorado Troupe uses the concept of improvisational theatre to help audiences view the issues of the adult learner in a variety of contextual settings.

Various crisis situations in the adult learning environment are played out in front of the audience; issues drawn from the experiences of the actors and adult education students emerge in the dialogue and action.

Each scenario lasts from 4-7 minutes and is immediately followed by a dialogue between the audience, and the actors who remain in character, responding to suggestions and questions from the audience. This technique inevitably sharpens the issues raised in the scenario and quite often raises other relevant issues. Cast: Dian Bates, State Director of Adult Education, Colorado Department of Education; Karen Torp, GED Consultant, Colorado Department of Education; Mary Willoughby, Colorado Literacy Action; Jo Bausch, Community Technical Skills Center; Louise de Booy, McLain Community High School.

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Walter V. Siebert is a partner in the firm of Sherman & Howard. He received his BA. in 1970, and his law degree in 1972 from the University of Nebraska. Mr. Siebert has considerable experience in collective bargaining, arbitration, and administrative proceedings before the National Labor Relations Board. He has also handled safety and health matters, wage-hour matters, employment at will, veterans reemployment, employment discrimination, sexual harassment, and other matters affecting the employer-employee relationship. Mr. Siebert has represented employers before state and federal trial courts, courts of appeal and before state supreme courts and the U.S. Supreme Court. He has handled numerous jury trials as well as trials to the court. Mr. Siebert has represented employers in a wide range of industries, including health care, meat packing and processing, retail and wholesale establishments, warehousing, distribution, manufacturing, cable television, mining, and others. Mr. Siebert is a frequent lecturer on topics of labor law and labor relations before industry groups, trade associations, and various legal seminars. Mr. Siebert is a contributing editor to The Developing Labor Law, authored "Downsizing An Overview of Legal Considerations," CCH Labor Law Journal (August 1992), and co-authored with Dawn Webber, "Single Employer, Joint Employer and Alter Ego Status," The Labor Lawyer (Fall 1987). He is a member of the Labor and Employment section of the American Bar Association and its Committee on Development of Law under the National Labor Relations Act, and the Labor Law Committee of the Colorado Bar Association. He is past president of the Industrial Relations Research Association. Mr. Siebert is a member of the Colorado, Nevada and Nebraska bars.

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Cathy VerStraeten has extensive experience in the area of workplace basic skills enhancement. She has been a key player in National workplace Grants with both Hewlett Packard in Fort Collins and Kodak Colorado Division. She has worked with Northern Colorado manufacturing organizations in the areas of assessment of skills, benchmarking, program design, and training design and delivery. Cathy consults privately through Strategic Workplace Skills Group in Ft. Collins.

* * * * * * *

Clay Whitlow is the Vice President for Educational Services for the Colorado Community College and Occupational Education System. In this position, he is state director of vocational education, and provides staff support to Colorado's 11 State System Community Colleges. Previously, he was an attorney for the Denver, Colorado, law firm of Sherman & Howard, one of the largest in the state, where he specialized in commercial trail work. He became a partner in the firm in 1979.

He is currently a member of the Board of the Legal Aid Society of Metropolitan Denver, and serves ont he Boards of Mile High United Way and Kappa Housing Incorporated He also served on the State Board for Community Colleges and Occupational Education from 1986 to 1989.

He received a Bachelor of Science degree in Metallurgical Engineering from Wayne State University in 1969. After a year with Ford Motor Company's engineering department, he entered Cornell Law School, graduating in 1973.

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Carolyna Smiley-Marquez, Ph.D. is affiliated with the Center for the Study of Ethnicity and Race in America and with the Center for Improvement of Public Private Sector Cooperation, University of Colorado and the University of Northern Colorado where she teaches undergraduate and graduate courses.

She has held administrative, training and recruitment positions with the University of Colorado Health Sciences Center, Colorado Civil Rights Commission, New Mexico State Department of Education, and Washington State University.

Applying systems approach methodologies, she provides conflict prevention and intervention services, including assessment, conflict resolution, mediation, teambuilding, organizational change preparation and assistance, communication training, and other educational services. Her sound multidisciplinary academic achievement, broad general knowledge and continual professional development add depth, timeliness and validity to her efforts.

She has produced numerous print and non-print resource materials and in 1991 she was presented with the President's Award for excellence from the Colorado Coalition for Equal Employment Opportunity and Affirmative Action.

She graduated from the University of Colorado.

EVALUATION

WORKPLACE LEARNING SHOWCASE

Please complete and return to the Registration Table before leaving.

Tuesday, September 22, 1992 *** Holiday Inn SE, Aurora, CO

A. Please comment on the following aspects of the event:

	Definitely	Somewhat	Not-at-all	Not Applicable
1. SHOWCASE provided useful information				
2. Materials distributed were useful				
3. Length of the program was appropriate				
4. Time of the program was convenient				
5. Location of the SHOWCASE was appropriate				
6. I had the opportunity to contribute.				

Comments:

B. Please rank the quality of the following:

	Excellent	Good	Needs Improvement
1. Organization of SHOWCASE			
2. Quality of the presentations:			
a. Dr. Maria Guajardo			
b. Mr. Bill Charland			
c. Mr. Phil Burgess			
d. Social Action Theater			
3. Facility			
4. Materials distributed			
5. Round Table Discussions			
a. Legal Issues			
b. Training Consortiums			
c. Employee Learning Exp.			
d. Self-directed Work Team			
e. Stigmas Workplace Prog.			
f. Training and Downsizing			
g. Bus./Ed. Partnerships			
h. Ethnic/Gender Diversity			
6. Individual Program Displays			
7. Vendors/Exhibits			

C. Comments:

SHOWCASE SPONSORS/CONTRIBUTORS

Our Special Thanks to the Following:

American Society for Training & Development (ASTD)
mailing list

Arapahoe Community College
co-sponsor: morning coffee break

AT&T/International Brotherhood of Electrical Workers Union - Enhanced Training Opportunities Program
co-sponsor: continental breakfast

Colorado Association for Continuing Adult Education(CACAE)/ Colorado Association of Community Education (CACE)
co-sponsor: reception, mailing list

CF&I Steel Corporation
printing

Colorado Alliance of Business
mailing list

Colorado Community College & Occupational Education System
lunch

Colorado Department of Education
co-sponsor: reception

Colorado Department of Labor
afternoon break

Corporate Literacy Network
mailing list

Channel Six - Denver, CO
mailing list

Chamber of Commerce
mailing list

Community College of Aurora
name tags, name tents

– OVER –

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Our Special Thanks to the Following continued:

Hewlett Packard - Colorado Springs
printing

Kinko's
discount on paper

Kodak Colorado Division
pens

Marquest Medical Products
co-sponsor: morning coffee break; pads of paper

Metrum Information Storage
co-sponsor: morning coffee break

Northern Colorado Manufacturing Training Network
mailing list

Pikes Peak Community College
pens, pencils, rulers, staff assistance

Promise Keepers
fax, phone, copies

Pueblo Community College
mailing list

Pueblo Community Corrections
co-sponsor: continental breakfast

Regional Literacy Conference Planning Committee
mailing list

Small Business Administration - Denver
mailing list

Wilkerson Corporation
co-sponsor: morning coffee break

XEL Communications, Inc.
co-sponsor: continental breakfast

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Our Special Thanks to the Following continued:

Mr. Phil Burgess
Center for the New West

Mr. Bill Charland
Rocky Mountain News

Colorado Community College & Occupational Education System (CCCOES)
folders

Dr. Maria Guajardo
Latin American Research and Service Agency

United Steel Workers Local #2102
afternoon coffee

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WORKPLACE LEARNING SHOWCASE

EVALUATION SUMMARY

Tuesday, September 22, 1992 *** Holiday Inn SE, Aurora, CO

A. Please comment on the following aspects of the event:

	Definitely	Somewhat	Not-at-all	Not Applicable
1. SHOWCASE provided useful information	62.5%	37.5%		
2. Materials distributed were useful	37.5%	56.25%		
3. Length of the program was appropriate	76.5%	23.5%		
4. Time of the program was convenient	87.5%	12.5%		
5. Location of the SHOWCASE was appropriate	82.3%	17.6%		
6. I had the opportunity to contribute.	60%	40%		

Comments:

B. Please rank the quality of the following:

	Excellent	Good	Needs Improvement
1. Organization of SHOWCASE	36%	55%	9%
2. Quality of the presentations:			
a. Dr. Maria Guajardo	100%		
b. Mr. Bill Charland	37.5%	62.5%	
c. Mr. Phil Burgess	58%	37%	5%
d. Social Action Theater	50%	50%	
3. Facility	47%	41%	12%
4. Materials distributed	43%	56%	
5. Round Table Discussions			
a. Legal Issues	33%	33%	33%
b. Training Consortiums	45%	55%	
c. Employee Learning Exp.	37.5%	50%	12.5%
d. Self-directed Work Team	55%	45%	
e. Stigmas Workplace Prog.	27%	54%	19%
f. Training and Downsizing		100%	
g. Bus./Ed. Partnerships	12.5%	75%	12.5%
h. Ethnic/Gender Diversity	50%	50%	
6. Individual Program Displays	50%	50%	
7. Vendors/Exhibits	25%	67%	8%

C. Comments:

Next year let's do some actual how-to workshops.

Room arrangement were a problem/distraction because of number of people wanting to attend.

The number of participants was a surprise to me. Thanks for this opportunity to learn from one another!

Irritating noises outside - sounded like construction - hammering, etc. Movements reflected in the mirrors the ceiling are distracting.

Employee learning experience. Had no clear agenda as to what they were trying to accomplish. I didn't know what program they were talking about.

The Denver Tech Sheraton provides much better service. The restrooms were sloppy, the breakfast was not served til 8:20 a.m. and then there were no glasses for the orange juice. No snacks between sessions as was mentioned in the beginning. Rooms weren't big enough for sessions. The set ups were pretty bad. Lunch was a little late. No drinks until dinner was over (except water). It appeared that not enough wait staff was on board. Somebody was pouring coffee who looked like one of our group or a supervisor or something. Some kind of distracting construction going on during the 1:00 p.m. session (hammering & drilling). Again, I suggest the Sheraton DTC - Perfection in quality service.

The specific examples given to the group on development and overview and self direction work teams were very valuable and energizing!!

Conference well organized and attended.

Perhaps Dr. Guajardo should have followed Mr. Charland, since her dynamic presentation might have veered up the audience more - before table discussions.

Session "g" just not as applicable to needs of a diverse audience.

Great workshops. Very valuable.

So many people were looking for ideas for setting up workplace programs/partnerships from the ground up. Perhaps, next time, a step by step program that works could be presented.

Meeting new people involved in basic work skills and discussing issues I feel important. Temp workforce basic skills.